

# BOARD AND TABLE GAMES: A FUN WAY TO LEARN ENGLISH

Enhancing Speaking through Board and Table Games in an EFL Classroom

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# BOARD AND TABLE GAMES: A FUN WAY TO LEARN ENGLISH

Note of acceptance

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### **Abstract**


This qualitative research study implemented with tenth graders, took place in a public school located in the Bosa Zone Bogotá, Colombia. It helped students enhance their speaking skill through adapted and created materials such as Board and Table Games used as the pedagogical strategy implemented supported on five worksheets founded on the school curriculum. The instruments used to collect data were artifacts, survey, field notes and video recording. The results of this investigation evinced that teacher's designed materials helped students interact and enjoy learning activities with their classmates while playing. Besides, the students increased their motivation to speak English, due to the interesting topics of the worksheets. Finally, the students enhanced the speaking skill through the creation and adaption of board and table games that motivated and increased their participation. Besides, the materials provided new opportunities for students to speak in English and work in teams. In addition, the board and table games were a support in the acquisition of the foreign language. For these reasons, the learners felt more relaxed and gained confidence before speaking in English.

*Keywords:* Materials development (MD), board and table games, speaking skill

### **Resumen**

El presente estudio de investigación cualitativa implementado con estudiantes de décimo grado tuvo lugar en un colegio público ubicado en la zona de Bosa Bogotá, Colombia. Este ayudó a los estudiantes a mejorar la habilidad de habla a través de materiales adaptados y creados, tales como los juegos de mesa, empleados como estrategia pedagógica apoyados en cinco guías de trabajo con temas basados en el plan de estudios del colegio. Los instrumentos empleados para recolectar la información fueron guías de trabajo, la encuesta, notas de campo y video. Los resultados de esta investigación evidenciaron que los materiales diseñados por la profesora contribuyeron para que los estudiantes interactuaran con sus compañeros y disfrutaran las actividades de aprendizaje mientras jugaban. Además, los estudiantes aumentaron su motivación para hablar en inglés, debido a los temas interesantes de las guías de trabajo. Finalmente, los estudiantes mejoraron la habilidad oral ya que la creación y adaptación de juegos de mesa motivó e incremento la participación en los estudiantes. Además, los materiales proporcionaron nuevas oportunidades para que los estudiantes hablaran en inglés y trabajaran en grupos. Adicional a ello, los juegos de mesa fueron un apoyo en la adquisición de la lengua extranjera. Por estas razones, los alumnos se sintieron relajados y ganaron confianza antes de hablar en inglés.

*Palabras Clave:* Desarrollo de materiales, juegos de mesa, habilidad oral

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2. Descripción
<p>This qualitative research study implemented with tenth graders, took place in a public school located in the Bosa Zone Bogotá, Colombia. It helped students enhance their speaking skill through adapted and created materials such as Board and Table Games used as the pedagogical strategy implemented supported on five worksheets founded on the school curriculum. The instruments used to collect data were artifacts, survey, field notes and video recording. The results of this investigation evinced that teacher's designed materials helped students interact and enjoy learning activities with their classmates while playing. Besides, the students increased their motivation to speak English, due to the interesting topics of the worksheets. Finally, the students enhanced the speaking skill since the creation and adaption of board and table games motivated and increased the</p>

participation of them. Besides, the materials provided new opportunities for students to speak in English and work on teams. In addition, the board and table games were a support in the acquisition of the foreign language. For these reasons, the learners felt more relaxed and gained confidence before speaking in English.

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#### 4. Contenidos

The content of this research study comprises five different chapters. The first one portrays the statement of the problem, the research question: How do the creation and adaptation of board and table games as language learning materials enhance tenth graders' speaking skill in an EFL classroom at Ciudadela Educativa de Bosa? , with a general objective: To analyze the influence that board and table games as language learning materials have in the enhancement of tenth graders' speaking skill. and some specific objectives: a) To describe how the creation and adaption of board and table games shape students' speaking skill; (b) to analyze and assess the progress of students' speaking skill through board and table games; (c) to identify concrete changes in students' attitude and learning outcome during the implementation of the materials designed, during the pedagogical intervention. Moreover, a review of some studies related to board and table games, the speaking skill, as well as the description of the setting and rationale. The second one defines and describes the constructs of this research: material development, board and table games and speaking which emphasize on the value of using games in an EFL classroom and the advantages of implementing and adapting material to learn English. The third one explains the methodological design, that is, the type of research approach, the type of study, the context, the participants, the instruments for data gathering and the instructional design with its components: pedagogical intervention, the objectives, the innovation of the intervention, the theory of language and language learning, the methodological approach, the instructional stages, the topic selection and finally one sample of the pedagogical intervention, which intends to contribute to the enhancement of the speaking skill. The fourth chapter explains the procedures and categories reached through the analysis of data. Finally, the fifth chapter presents the conclusions and pedagogical implications of this

study, as well as, the limitations and some questions for further research.

## 5. Metodología

This study was focused on determining how the implementation of adapted and created board and table games enhances tenth graders' speaking skill at Ciudadela Educativa School in an EFL classroom. This research developed materials, which allow students to have a pleasant learning environment that fosters speaking. The approach framing this study is qualitative research paradigm due to the way in which I classified the information collected, and described the findings. My research was based on action research because I took an active participation as researcher with the objective to impact positively on the issue that I identified on the statement of the problem. In consequence, this research involved teenagers between fifteen and sixteen years old who are in tenth grade at "Ciudadela Educativa de Bosa" public school in Bogotá. To collect data and support the corresponding evidences to show reliable findings, I decided to use students' artefacts, field notes, video recording and survey.

Due to the students' reluctant attitude toward traditional teaching routines, my main concern dealt with students' preference for writing activities rather than speaking practice. Accordingly, my pedagogical intervention connected to the use of board and table games to increase students' motivation and encourage them to participate in class activities. For that reason and from my view, the implementation of board and table games is fundamental to develop the students' speaking skills. In doing so, I designed five worksheets, which allowed them to become familiar with key vocabulary and expressions to be able to play easily. Besides, I took into account students' needs and interests and some principles. Furthermore, I chose the three PPPs (which stands for Presentation-Practice-Production) of Communicative Language Teaching because this approach is flexible as teachers can follow the stages of PPP, with the possibility to adapt varied activities, depending on the students' needs. The general objective of my pedagogical intervention was to generate a positive learning environment through the use of board and table games to help students speak English in a more confident and enjoyable way. The specific objectives were (a) to assess how the implementation of teacher made material enhance the development of the speaking skill among tenth graders in an EFL classroom; (b) to enhance students' speaking skill through the adaptation and creation of board and table games; (c) to provide students with topics of their interest, to help them talk and communicate in an EFL classroom. This study was innovative in the English teaching field at Ciudadela Educativa School, because it consisted in adapting and creating board and table games such as Parcheesi, Craps and Roulette to foster students' interest and to enhance their speaking skill in an amusing manner. The theory of language that defined this study is the functional perspective; another view of language considered was the interactional one and experiential learning. Therefore, my pedagogical intervention centered on communicative competence rather than structural aspects; and encourages students to use the foreign language to interact with their partners through my board and table games.

The connection of the pedagogical intervention with the research question was focused on solving a problem, which means that, the pedagogical intervention is the clue to find complex situations and accomplish possible solutions to get successful outcome.

Therefore, on basis of my research question "How do the creation and adaptation of board

and table games as language learning materials enhance tenth graders' speaking skill in an EFL classroom at C.E.B?" the instructional design helped me find arguments which justified the creation and adaption of language materials for enhancing the speaking skill in my tenth graders. Finally, to develop my materials, it was necessary take into account some scholars who have contributed to the development and implementation of materials. This study was focused on Núñez and Tellez (2009) who recommend some components to create and adapt didactic learning materials. For that reason, I came up with my own framework to implement materials in my classes taking into account the specificities of my context and my pedagogical intervention based on the creating and adapting material. Consequently, I came up with the following phases: a) finding interests before speaking, b) creating and developing activities, c) evaluating the process.

## 6. Conclusiones

The adapted and created materials helped the students interact with their classmates by making use of the worksheets and board and table games. The worksheets allowed learners to prepare a topic before speaking about it. Moreover, the board and table games supported the process by helping students to speak in English and enjoying the materials while relating with peers. Additionally, these materials motivated them to participate and improve their speaking skill.

Furthermore, students learnt through the adapted and created materials since they had interesting topics, which motivated them to speak in English. This was significant because students selected the topics they wanted to talk about in class. In this regard, the topics found in the worksheets fostered English language learning. Besides, students enjoyed playing the board and table games because they turned to be a methodological resource to foster students' relationships and interaction with peers in the L2.

Moreover, the board and table games, as language learning materials, were meaningful for the participants due to their support in the acquisition of English as a foreign language; furthermore, they became a source of motivation to learn. In this matter, Wright, Betteridge and Buckby (2006) state that, "Games provide one way of helping the learners to experience language rather than merely study it" (p. 2). That is to say, the materials created in this study served as a new way to enhance students' speaking skill since they allowed their full attention and participation, making students speak about their likes and interests. Moreover, these materials provided new opportunities for students to take risks while speaking in English, as well as working on teams and interacting with their classmates.

Likewise, the use of board and table games, as innovative materials, became a key component of the pedagogical intervention that allowed students to practice pronunciation before playing the games. The learners became familiarized with key vocabulary found in the worksheets and used it in the class to convey their ideas before playing. Having the chance to do so, made them feel more relaxed and gave them confidence prior to speaking in English.

Finally, the participants enhanced their coherence when speaking in English partly due to group work activities, which allowed them to gain more confidence when speaking in the L2. In this regard, Richard (as cited in Alfí, 2015) affirms that, "Learners had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning" (p. 11). In sum, the students enjoyed interacting with their peers, while developing the worksheets and playing the board and table games. They

took advantage of all the aspects studied in class to evidence their progress in the speaking skill.
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## **Introduction**

The current research focused on the impact that creating and adapting board and table games had on students' speaking skill within the EFL classroom context. This study took place at Ciudadela Educativa School, in Bogotá, with tenth graders who attend two-hour English class sessions per week. The main purpose of the study is to enhance my students' speaking skill and help them express their ideas in a more confident way through teacher-designed materials within the classroom setting. According to (Tomlinson, 2014), materials provide students with alternatives to address aspects of the class effectively, in terms of responsibility, creativity, investment, initiative and receptivity, which imply teacher and students' endeavor, careful planning and implementation.

The importance of this study lies on addressing students' weaknesses, such as lack of confidence and motivation to speak and learn the foreign language. Additionally, they do not practice by themselves or interact in English because they feel anxious when they try to talk. Moreover, students' academic results in the area of English are highly concerning. As teachers, we consider that methodological approaches are favorable but there are still fallacies in the process of learning a foreign language. Thus, in my view, board and table games can become an appealing resource for both children and teenagers to enhance their speaking skill in an EFL classroom through fun learning experiences provided by the teacher. In addition, educational institutions have a commitment to promote research, teaching development and innovation to transform the educational process (Equipo Colombia Bilingue, 2016, p. 15). On the other hand, in guide 22, the education standards have a fundamental direction for English teachers, board of directors and parents to know about communicative competences that students should develop in English according to the

Common European Framework. The aspiration is to have Colombian people able to communicate in English in real situations (Estándares Básicos de Competencia en Lenguas Extranjeras: Inglés, 2006, p. 3) Therefore, through board and table games students can improve their speaking skill and feel more comfortable when they practice the target language in the classroom.

The content of this research study comprises five different chapters. The first one portrays the statement of the problem, the research question and objectives, a review of some studies related to board and table games, the speaking skill, as well as the description of the setting and rationale. The second one defines and describes the constructs of this research, which emphasize on the value of using games in an EFL classroom and the advantages of implementing and adapting material to learn English. The third one explains the methodological design, that is, the type of research approach, the type of study, the context, the participants, the instruments for data gathering and the instructional design, which intends to contribute to the enhancement of the speaking skill. The fourth chapter explains the procedures and categories reached through the analysis of data. Finally, the fifth chapter presents the conclusions and pedagogical implications of this study, as well as, the limitations and questions for further research.

## **Chapter I**

### **Research Problem**

#### **Statement of the Problem**

Among a wide range of possibilities to approach English Learning in the classroom, teachers have broadened their pedagogical view. However, they still need to implement new strategies to achieve better language outcome. The current research study arose from my close observation in my English class sessions at school, and the analysis of a survey administered to know my students' needs and feelings towards the English class. On this basis, I noticed their reluctant boring attitude toward the content of the textbook and the lessons proposed, which turned into an obstacle to enjoy the language learning process. Most students were often silent as result of their anxiety when trying to speak in English, while others preferred to talk with their classmates in Spanish, instead of participating in the class oral activities. Moreover, through the survey conducted I realized that my students liked English but they felt afraid of partners' critics or joke. Furthermore, through the survey conducted I could identify that my students have mainly developed writing abilities, in contrast with neglected speaking skills. Besides, students are aware of their lack of vocabulary, which impedes them expressing their ideas in English. Finally, they affirmed that they would like to learn English through games, and learn the foreign language easily, while having fun with their classmates.

Consequently, I decided to search for materials to engage my students and enhance their speaking skill. In doing so, I considered the creation and adaptation of materials to improve their oral production, regarding that originality and innovation of materials increase students' interest to learn English. Besides, as teacher I must be focus on the students' needs for better results. Accordingly, Núñez and Tellez (2009) state that "The horizon to be

focused on in the EFL classroom should be set up clearly, aiming at satisfying students' needs and expectations through the development and implementation of learning materials" (p. 178). Therefore, the material proposed in this study is designed to satisfy the students' needs. From this perspective, I proposed the research question and the general and specific objectives presented below, to guide the methodological process of this study.

### **Research Question**

How do the creation and adaptation of board and table games as language learning materials enhance tenth graders' speaking skill in an EFL classroom at Ciudadela Educativa de Bosa?

### **Research Objectives**

**General objective:** To analyze the influence that board and table games as language learning materials have in the enhancement of tenth graders' speaking skill.

**Specific objectives:** (a) To describe how the creation and adaption of board and table games shape students' speaking skill; (b) to analyze and assess the progress of students' speaking skill through board and table games; (c) to identify concrete changes in students' attitude and learning outcome during the implementation of the materials designed, during the pedagogical intervention.

### **Related Studies**

Despite the copious theoretical production, which have enriched the English teachers' knowledge, permanent contact with learners, and daily challenging class situations allow teachers to find new and efficient methodological strategies to teach a foreign language. Teachers, who embark in the task of exploring the class atmosphere, episodes, and students' conditions, assume the risk of conducting research studies to accomplish better learning results. For this reason, I consulted the following studies related

to the theoretical constructs of this research, such as, Board and Table Games framed within the field of Materials Development, and the speaking skill.

The qualitative action research study conducted by Urrutia and Vega (2010), with the cooperation of tenth grade students in a public school in Bogotá, had the purpose of encouraging teenagers' fluency development in spoken English through games. The researchers pondered activities focused on oral games and innovation. Besides, they explored the possibility of solving the low level of students' speaking performance and noticed that students improved their oral response when they were involved in games. They collected the information from video recordings, teacher's journal and questionnaires. The most remarkable finding was that games are an important part of learning a second or foreign language; likewise, games helped students believe themselves thanks to the creation of a proper atmosphere in the classroom. These findings are relevant for my research study to support the idea of implementing games, and provided me with new insights to develop students' speaking skill in the EFL classroom.

The study carried out by Herazo (2010), provided an informed discussion of what authentic oral communication involves and what it implies in the EFL classroom. This was a communicative approach and qualitative action research. The participants were secondary school students of a public institution in Monteria. The researcher collected information from observation and documents. He tried to show the different aspects that seem to account for what can be called authentic oral communication in the EFL classroom. He also tried to group a set of basic criteria for making informed pedagogical and practical decisions as regards to what constitutes communication in the foreign language class and of the way teachers shape, choose or adapt the EFL learning activities. Accordingly, he considered that teachers should think of students' needs and the material they require to

achieve the objectives in language learning. Moreover, he stated that it is necessary to find strategies for both teacher and students to use in learning to promote conversations in English within the classroom. The previous study was pertinent for my research as it argued that oral communication improves through activities that motivate students' learning and keep their attention while accomplishing their needs in an EFL classroom.

In regard to the meaningful learning approach, it is worth mentioning a qualitative action research study accomplished by Osoro (2012), which explored the use of tasks based on authentic audiovisual material to shape students' interaction during the English class sessions. It centered on how socio-cultural contents from a real context can incentivize English language learners with vocabulary, correct pronunciation, the accents and intonation to build confidence in the moment of speaking English. This research took place at Francisco Jose de Caldas State University in the undergraduate teacher education program named LEBEI-first semester students. The researcher implemented the study with several groups of Basic English students coming from different schools and consequently, with different levels of English knowledge and competency. Data collected emerged from field notes accompanied with photos, teacher and students' diaries, document collections (students' class projects) and questionnaires. Osoro used Willis' (2003) three-phase cycle (pre, during and after) within a task and found that the authentic materials developed and implemented provided the necessary input in terms of vocabulary, pronunciation, accent and the general, communicative skills that ranged from asking questions. In addition to paying attention to how people speak, to help others in a communicative encounter, by using body language (nodding of the head, smiling) and confirmatory answers. This study was significant to the present research as it emphasized on the importance of developing materials in an EFL classroom and the relevance of using teachers' created or adapted

materials as a way for pre-service teachers to transform theory into practice. Moreover, the exposure to language spoken in real contexts help people speak fluently and improve interactive communication through cooperative work.

Another interesting study to mention is Duarte and Escobar's (2008), implemented in a Colombian university. In this qualitative action research study, they determined that adapting local material turned out to be effective since students preferred to work on real situations rather than global ones. They performed this study with a group of students of English at Universidad Nacional de Colombia, in Bogotá. They used questionnaires that allowed them to conclude that local materials adapted to the students' needs and interests offer meaningful learning advantages, and learners get familiar with them, and motivated to participate in the activities proposed. This research supports my purpose of adapting and creating material to motivate my students to practice English. Thus, I agree with Duarte and Escobar who affirmed that adapting material promotes creativity in the design, and includes interesting topics according to students' needs, mental cognitive capacities, and group work.

In a qualitative action research study, Azarfan (2012) concluded that EFL students, particularly Iranian ones, usually feel bored in vocabulary lessons because they have not changed their learning habits. In this research, implemented with 23 Iranian students, aged 10 to 13 beginners attending a language center in Maragheh, Iran, the author used observation and interviews as data gathering instruments. This research revealed that games contribute to language learning in EFL classrooms because students can acquire the English language in a pleasant atmosphere. In addition to this, games are relaxing and fun for students; on other words, students can learn more easily. On the other hand, games helped students feel engaged in the activities. In short, the author argued that games go beyond

fun; they are also useful for interaction and cooperation among EFL learners. The study is relevant to my research because it validated important information about games in an EFL classroom. For instance, Azarfan confirmed that games are relaxing and fun for students to learn more easily. Besides, students get involved and participate actively in the learning activities. This study ensures that board and table games can be an alternative for my students to learn English and develop their speaking skill.

Finally, in Fung's (2016) quantitative action research, based on the input-process-output model developing a quasi-experimental research design, the researcher focused on the question of what anxiety level do low-proficiency ESL students experience when they speak in English and what is the effect of board and table games on the students' speaking ability. The participants were 60 first-year students from Polytechnic Melaka, in Malaysia; all of them at the age of 18 years old and divided in two groups. He used pre- and post-treatment speaking tests and a questionnaire, and found that board and table games include diversity in classroom activities, as well as students' motivation and confidence levels increase. Additionally, the researcher clarified that the use of board and table games is an alternative to reduce learners' speaking anxiety in the classroom. Thus, they felt confident and their performance improved significantly. Fung's study supports mine because students speak in a confident and serene way when they learn through board and table games.

### **Setting**

This research study took place at Institución Distrital Ciudadela Educativa de Bosa, a public school located in Bosa, Bogotá, Colombia. The institution has very few resources in proportion to the size of the school. The participants are around 40 tenth graders whose ages ranged between 15 and 16 years old. They attend two English class sessions per week. The mission of the school focuses on the rights and duties of the human being, helping to



the autonomous personal development. Besides contributing to the improvement of the educative levels, it wants to educate participative men and women with abilities to develop different activities and provide them with tools for their life.

### **Rationale**

It is fundamental to promote favorable environments to teach and learn a language. Consequently, a bilingual learning environment should allow students to explore their strengths; likewise, the teachers should have the opportunity to know each student's strengths and the weaknesses. In this way, the teacher can create new activities to improve aspects and achieve the goals (Orozco, 2011, p. 6). In this regard, my interest is to develop a new learning environment through board and table games in such way that the students feel comfortable when interacting in the EFL classroom. Hence, I am convinced that my research provides a favorable environment compared to traditional classes, as it involves the students in a fun game world aimed at enhancing learners' speaking skill by playing and enjoying activities in a confident way.

From my professional experience, I have noticed that students feel bored when the lesson is focused on grammar or speaking in a formal and traditional way. Their attention is not maintained and they do not show interest in learning. Because of this, I am interested in designing unusual classes to teach English. Thus, this research gives me an option to implement some useful materials in my English classes where my learners take advantage of a comfortable atmosphere where they learn while having fun. To reach this goal, I have consulted some wide experienced authors who have explored the field of material development, games, and students speaking skills. Among them I can mention Bailey and Nunan (2004); Herazo (2010); Núñez and Téllez (2009); Núñez, Téllez and Castellanos (2017) Tomlinson (2014); Urrutia and Vega (2010) Wright, Betteridge and Buckby (2006);

along with many previous research studies accomplished at a local and international level, have given me insights on the matter.

I am sure my research study will be a significant experience for my school due to the use of creative materials to generate an original context where students can learn and enhance their speaking skill. Despite my commitment and endeavor to fulfill my expectations, I need the support of the school staff and my colleagues from the English area, as proposed in their teaching pedagogical practice (Equipo de Colombia Bilingüe, 2016, p. 17). Therefore, I hope that board and table games will be an innovation for my students to speak and interact with their classmates, and a different manner to approach to my teaching. Furthermore, this study will boost a more dynamic learning environment to improve the second language learning and teaching activities. Moreover, it is necessary to reward the students' efforts to communicate in English with others, since they are contributing to the enhancement of English Level in Colombia.

On the other hand, speaking in English has become a challenge in public schools, since they schedule few hours to the teaching of English. Conversely, the government expects people from Bogotá to become Bilingual in a few years, without providing schools with indispensable resources. This means, that as teachers we have to work hard to achieve this goal. In spite of the unfavorable conditions, I hope my students to take the best advantage of board and table games to enhance their speaking skill. Regarding the constructivist approach of the school, which allows the creation of an environment to ask, research, and generate knowledge through active and interactive methods, I found my study suitable and coherent with the mission of the institution.

Learning a foreign language is an invaluable opportunity for social, cultural and cognitive development of the students since it supports students in the practice of social

interaction. It also increases their abilities to initiate relationships with other people, and get along with them and handle new situations (Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, 2006, p. 8). Hence, developing the speaking skill through board and table games can become a great opportunity of success. The innovation I propose is the use of three board and table games: 'Parcheesi', whose design and creation are part of my imagination. The Roulette and Craps were adapted by making a few changes from the original table game. The games aim at encouraging students to speak about their interesting topics in English through the board and table games, which is an opportunity for the students to interact in a second language. What is more, they can be friendly with their peers and overcome some coexistence problems in the class.

I hope this study contributes to enhancing the teaching and learning of the speaking skill in the EFL classroom. The worksheets created and adapted included topics selected by the students and focused on the speaking skill. The above is connected to the research line on Development of Didactic Materials ascribed to the research group Critical Pedagogy and Didactics for Social Transformation from the Masters' in Education with an Emphasis on English Didactics, at Universidad Externado de Colombia.

In this line of thought, I deem paramount to emphasize on the contribution of this program, as a source of teachers' permanent professional growth as an outcome of their personal reflection. Accordingly, Núñez, Téllez and Castellanos. (2017) state that "teacher professional development entails the process of learning and reflecting on teachers' practices and knowledge of teaching" (p. 24). Consequently, as teacher I felt confidence when I structured my pedagogical intervention since I was clear all about MD framework and it helped me to develop the materials focused on my students' needs. Besides, I

reflected on my process to create materials, innovate in the classes and motivate my students to learn English.

## **Chapter II**

### **Literature Review**

Enhancing language learning in an EFL classroom has become teachers' main concern. There are diverse arguments about the use of resources to help teachers have a new vision towards English learning and teaching. For instance, the implementation of innovative materials yields a better environment in the development of the classes intending to impact students' motivation. The creativity of each educator allows learners to get more involved with the language learning process obtaining better results. In sum, when students attend a class that keeps their attention, they are able to develop different abilities; in this case, speaking within a comfortable and positive learning environment. On this basis, this study underlies on the theoretical constructs of Materials Development, board and table games, and the speaking skill. They inform how created and adapted materials support students' English learning through speaking activities.

### **Materials Development**

Teaching materials and resources are fundamental in the English classes to enhance language skills. For that reason, every teacher should be a text developer and researcher. Tomlinson (2012) asserted that, materials development is a task of professional people and most of them use the materials to teach a language. In addition, it implies designing for evaluation, creation, adaptation and investigation. Concerning Materials Development (MD henceforth), Tomlinson (2011) asserted that MD "is both a field of study and a practical undertaking" (p. 2). As a field, MD requires a series of fundamental theoretical aspects to consider before creating and implementing materials. Besides, teachers should evaluate materials to verify their effectiveness. Furthermore, Tomlinson (2012) associated MD with design, adaptation and research as part of the field. Likewise, Núñez et al. (2009) stated that

MD “entails various actions to improve teacher practice and so, students learning. This includes the adaptation and or creation of a learning exercise, tasks, activity or lesson...” (p. 16). Therefore, behind materials developed, there is a teacher, who inspires students. In the same way, Núñez, Téllez and Castellanos (2012) stated that, “materials development is a process that entails reasoning and creativity that results in lessons, workshops, units, modules, posters, games, billboards, notice boards, audio-visual materials books, etc.” (p. 22). Consequently, from my point of view, teachers should create, adapt and implement appropriate materials, thinking of their students’ needs and school resources as well. I consider that the use of the material lies on the selection and the way to put it into practice.

Furthermore, teachers are focused on the MD benefits and results. Therefore, Núñez et al. (2015) indicate that “Reflection, awareness of and MD rationale, affect, motivation, teachers’ beliefs, creativity, and commitment are the components that interplay in MD” (p. 57). To create or adapt materials it is necessary take into account the elements mentioned above,

On the other hand, the materials used in this study were non authentic because the materials that I created and adapted were focused on the students English learning. Hence, Almi and Bentouzi (2015) state that “Non authentic materials are tools used by teachers in order to facilitate the learning of language. This sort of materials are proposed, revised and modified to serve pedagogical purposes (p. 13). For that reason, my research had worksheets that I designed as well as table and board and table games with clear activities to develop.

Moreover, nowadays, teachers are willing to design or adapt suitable materials and help develop their students’ skills. In this line of thought, McGrath (as cited in Tomlinson, 2012) purports that, “Teachers may select the material that will be used unchanged, reject

either completely or partially sections of the material add extensions or further exploitation of the existing materials and replace components of the materials” (p. 151). This implies that as teachers we need to make all kinds of changes that we consider significant to meet the students’ needs in terms of age, level, likes, interests, and opinions.

The creation and adaptation of materials demand all teacher’s attention on the students since they are the focus of the implementation. Gonzalez (2006) asserted that materials development becomes a great motivation for students when the routine of the class changes and provides opportunities to communicate with others by using creative materials. Therefore, teachers need to create or adapt materials in their classes. In this way, students have the opportunity to connect effectively and authentically the theory with the practice. She affirmed that including materials contributes to theorizing on better ways to prepare EFL teachers. In this regard, my board and table games have different challenges; thus, students enjoy handling them and they are keen on participating in each round of the game.

Creating or adapting materials requires a budget, population and their specific conditions, and different types of resources. According to Cunningsworth, (as cited in Tomlinson, 2014), “adaptation depends on factors such as: The dynamics of the classroom, the personalities involved, the constraints imposed by syllabuses, the availability of resources, the expectations and motivations of the learners” (p. 88). With this in mind, it is necessary to consider the participants’ needs, the benefits that the adapted resources can bring, and the materials that the school offers to perform our classes.

As students are the core of teaching practice, teachers must think of their needs and features before starting planning, designing or adapting class materials, as a fundamental condition. The development of materials should create opportunities for students to

discover and improve their competences. In this respect, Rico (2012) indicated that, “it is clear that materials should allow students to develop their abilities to function more appropriately within the new culture” (p. 144). The teacher should look for more suitable materials to allow students to learn by exchanging ideas, including cultural aspects with their classmates since learning a new language implies opening learners’ mind to socio-cultural contexts as well. In doing so, teachers must be sure of what resources they have and which ones they need to carry out their lesson plan. In short, when adapting materials, the starting point deals with students’ points of view, feelings, ideas, feedback and suggestions.

On the other hand, creating new materials can be an effective way for students to communicate with each other. From this view, Jalilzadeh and Dastgoshadeh (2011) affirmed that, “authenticity is not an independent feature of language and language use, which can be used as a criterion against which language materials and language use are evaluated, but an outcome of the process of helping the learners achieve the goals they have set for themselves” (p. 86). This goes in accordance with the class objectives, which must be clear before starting each section. The authenticity of materials should address students’ interests and achieve the lesson learning objectives. The role of authenticity results polemic. Gilmore (2007) argued that due to the interactive natural use of the Web, which gives autonomy to students to learn by themselves can be superficial in learning. Additionally, the issue of technology has increased in the EFL classrooms. Consequently, as teachers we have to create and implement materials considering students’ needs and expectations. Despite ICTs control teenagers’ interests, teachers can keep students’ attention with suitable authentic materials to enhance language learning in classrooms.



Materials development is an indispensable task in the teaching practice, as students can recognize their strengths and weaknesses through proper materials designed to foster their learning abilities. Moreover, Tomlinson (2014) considered that materials provide alternatives to address effectively the aspects of the class, such as responsibility, creativity, initiative and receptivity. Thus, teachers require a wide vision of the implications of designing materials to meet their learners' interests and contribute to their learning process. Being aware of these advantages, board and table games could be the language learning materials to meet my students' needs.

In sum, Materials development searches for satisfying the students' interests and needs through a pedagogical intervention which help the learners in an effective way. Consequently, MD is the innovation process where in-service teachers become creative to produce language learning activities which allow focusing on students language needs (Núñez, Téllez & Castellanos, 2017). Therefore, the design of materials awakens the creativity of the teachers and makes to reflect upon the impact that they have on the teaching of a second language.

**Language learning materials.** As abovementioned, materials are essential in all class activities. Tomlinson (as cited in Tomlinson, 2014) claimed that materials development (MD henceforth) is a requirement in language learning. The effectiveness of materials allows students to discover new issues through self-investment, at intellectual, aesthetic and emotional levels to maximize learning. Consequently, students feel motivated, relaxed, and engaged in the process to reach a higher language level. Hence, board and table games may boost a pleasant learning environment where students feel comfortable and participate actively.

In the same line of thought, the teachers' accurate selection of materials centered on students' interests yields students' active participation in class activities. In this matter, Tomlinson (2014) asserted that, "selection of materials is concerned with the potential that a set of materials may have in effectively and efficiently supporting learning, as a 'frame' for learning and teaching opportunities" (p. 42). Similarly, he highlights authenticity to help students develop authentic communication. In reference to this, board and table games can provide learners with valid resources to communicate and enhance speaking skills according to their needs. Furthermore, students have a responsibility as they handle board and table games, and increase their creativity when adapting topics to their interests, or establish their own rules before playing. Besides, students can take over the progress in each game and be receptive through the exchange of ideas and thoughts.

When a teacher wants to create or adapt materials, s/he should think about students' needs and context. In consequence, Núñez and Tellez (2009) mention that "language learning materials constitute a key factor in creating effective teaching and learning environments" (p. 173). Accordingly, MD is the key resource for students to learn English. On the other hand, it is important to reflect upon MD and as text developer and teacher researcher, it is necessary to be committed with the elaboration of the materials. In this regard, Núñez et al. (2015) state that "The outcome of this process comprises materials like a book, a module, a didactic unit, a workshop, a worksheet, a lesson, or a learning task. This typology responds to local needs of teaching settings" (p. 57). Therefore, in this study I developed some creative worksheets thinking on the students' needs and interests.

The material used in this study is non authentic because there is an interaction between the students in L2. Besides, learners can develop the ability to speak in English and recognize the importance of the L2. Consequently, Gilmore (2007) states that "the

concept of authenticity can be situated in either the text itself, in the participants, in the social or cultural situation and purposes of the communicative act, or some combination of these" (p. 98). Therefore, this research showed that students achieved to be authentic through the MD purposed, since they took advantage of this and enhance their speaking skill.

***Language games.*** Games stimulate language skills since most of them pursue specific objectives and rules to use strategies to reach the podium. Hadfield (1999) asserted that, "a game is an activity with rules, a goal and an element of fun, moreover, games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill" (p. 4). In doing so, games are useful to accomplish speaking goals in a fun way, allowing students to enhance their skills and develop the language, as they do not usually use English when they talk. Accordingly, the author explained two ways of classifying language games: linguistic games and communicative games.

Furthermore, the author stated that, "Linguistic games focus on accuracy, such as supplying the correct antonym. Communicative games focus on successful exchange of information and ideas. Correct language usage, though still important, is secondary to achieving the communicative goal" (p. 4). The purpose of the board and table games is to share ideas or thoughts; this means to talk about a specific topic with others in English, emphasizing on what students are saying rather than focusing on grammar mistakes. Therefore, students' progress is valuable, even more, when they are not bilingual and belong to a community, which does not provide schools with enough learning materials.

Bearing in mind that joy is part of humans' life, people, especially youngsters appreciate games and amusing activities. Accordingly, students enjoy playing while learning. From this view, Wright, Betteridge and Buckby (2006) argued that, "Games help and encourage many learners to sustain their interest and work, also, create contexts in which the language is useful and meaningful" (p. 1). Furthermore, Mora and Lopera (2001) affirmed that, "Games and fun activities have always been one of everybody's favorite things to do in class" (p. 75). I deem that board and table games can contribute to this study because they propose entertainment and allow the students to select their favorite topics, which yield a good atmosphere to learn the language.

**Types of games.** The type of games to choose depends on the purpose of the class. Hadfield (1999) claimed that players can use different techniques and proposes to play diverse kinds of games. Therefore, other types of games according to Hannum and Cabot (2005) are roulette, craps, blackjack and baccarat. In this regard, I propose three kinds of games such as: Seasonal parcheesi, Craps and Roulette. Taking into account that "Materials are the most powerful device in spreading new methodological ideas and in shaping language teaching and learning practice" (Nuñez & Tellez, 2015, p. 58). It can be inferred that creating materials can be so amazing for the students that they can improve English through practice.

On the other hand, Wright, Betteridge and Buckby (as cited in Urrutia & Vega, 2010) have a wide range of games like but I focused on *card and board and table games* which are the type I implemented in my study. These games can be adaptations of several well-known card games and board and table games like snakes and ladders. Board and table games are easy to adapt for many topics taking into account the interest of the students. For that reason, the material should be adapted to satisfy the needs to student and group of

learners where it will be developed (Tomlinson & Masuhara, 2010). Accordingly, it is significant when a material developed makes the students feel confidence and gain skills through it. In addition, *word games* are related to board and table games because they are used for spelling, meanings, using words for making sentences, using words in contexts or for categorizing, according to the grammatical use.

### **Board and table games and Table Games**

Board and table games have different objectives. Hadfield (1999) mentions that the aim is to be the first on the board to collect the most cards or to get rid of the cards first, while the cards and squares on the board stimulate and provoke a communication among players. On the other hand, Hannum and Cabot (2005) state that "table games are most susceptible to determining pricing. Assuming random results, players can determine the odds of the game based on its rules and method of play" (p. 229). These are the type of games included in my pedagogical intervention. From my view, board and table games can result motivating for my students because they can communicate using the L2 and establish their own game rules and this helps enhance their speaking skill in a fun and relaxing way.

Table games are popular in casinos and I used this kind of games because they are easy to adapt in English class. For that reason, I focused on Craps and Roulette. On this respect, Suzuki (2011) affirms that "Craps is one of the oldest and most popular casino table games. It is also one of the easiest casino games to learn and to understand" (p. 47). This game has twelve numbers in different positions and each one has an objective. The idea is that the players think on a strategy before placing the tokens. Additionally, Suzuki (2011) states that "Roulette is a game that was imported from the casinos of Europe. The American version of the game centers around a huge rotating wheel with thirty-eight slots that is set up beside an elaborate betting table" (p. 63). Consequently, the game that I used

had a board with twenty-four squares. Twelve of them are even numbers and the others are odd numbers. Besides, this game has a roulette with the same twenty-four numbers. The objective of this roulette is hitting the number which was bet. The strategy for all the games that I created and adapted was to answer a question according to the topic seen in the English class, to recover the chips or the tokens and win the game.

In essence, the creation of a good atmosphere inside the classroom results being an advantage since students can express or communicate their ideas and feelings in a convincing manner. In this regard, Richard-Amato (as cited in Tuan and Doan, 2010) mentioned that, “Games are effective as they create motivation, lower students' stress, and give language learners the opportunity for real communication” (p. 70). Consequently, board and table games turn into a great strategy to involve the students in learning the language.

All recreation has goals, which allow the players to enjoy and entertain with the game and go in search of reaching the purpose. In this regard, Tuan and Doan (2010) argued that, “The activities in a game get all the students to move around, activate their mental capacities and stimulate neural networks, thus motivating learners in learning and retention” (p. 70). Games are for everybody, they activate the cognitive and procedural part and the most interesting aspect is the environment they create to engage students and help breaking away from the class routine. In this line of thought, Ministerio Nacional de Educación defined learning environment as a learning community, where the teacher plays an important role, making students interact with the materials and people of the school (Orozco, 2011, p. 6). Teachers have a great responsibility in the classroom; they transform the class into a pleasant environment. Teacher-materials developers should persuade students to participate to communicate with others in the classroom.

Board and table games have had an accurate impact and have helped students love playing. Besides, learners can enhance their abilities in a specific school subject matter. Because of that, Hinebaugh (2009) affirmed that, “The results of incorporating board games into the curriculum have been uniformly positive because students increased their critical thinking, problem solving, analysis, reasoning, planning and communication skills” (p. 11). Teachers become a bridge to join students and their language learning process through board and table games. Furthermore, it is worth mentioning that, “Educationally, games are used as a vehicle to engage students in the learning process. They are used to drill facts, connect ideas or help students synthesize discrete knowledge” (Thomas, 2008, p. 55). On this basis, the board and table games I created and adapted motivated my students to participate while improving their speaking skill.

The use of the games in the classroom has a specific intention. For that reason, the developer of the materials should state suitable strategies, which assist the students in the learning process. To the same extent, Brown (2000) stated that, “When you do a jigsaw group technique, or play a game, make sure that your tasks include techniques designed to help students to perceive and use the building blocks of language” (p. 275). Therefore, the board and table games that I created and adapted allow students to increase opportunities to participate promoting self-confidence when speaking. For instance, having several worksheets with varied activities helps them build sentences step-by-step; thus, students can speak without fear.

Games lead students to discover their aptitudes and talents. Likewise, Azar (2012) asserted that, “Students showed that the games were very useful for them to enrich their vocabulary knowledge because they played with each other, interacted and as a result they cooperated in learning new words and could learn from their classmates a lot” (p. 255). The

above allowed me to confirm that games are useful to perform classes since students enjoy themselves and share ideas and feelings with their classmates in a fun way.

Adapting and creating materials in this case the board and table games was a challenge but this kind of material provides a friendly environment for the students. Therefore, when the teacher decides to adapt or design some games, they give the students the chance of practicing English developing their language skills in a significant way (Táutiva, 2017). In this regard, my board and table games pretended to increase the students' participation and improve their speaking skill.

Concerning educational institutions, it would be beneficial to focus more on elaborating materials as an aid to promote the participation of the students. Al-Issa (2009) argued, "Teacher education should be about creating appropriate and meaningful contexts for development which encourage and stimulate critical thinking and analysis, exploration, creativity, innovation and informed decision-making" (p. 44). In other words, games represent a meaningful resource to support the development of skills and abilities in an innovative environment. When students release the routine, they express their feelings and emotions in an honest way. Besides, games can be an icebreaker in a stressful situation. According to Bransford, Brown, and Coking (as cited in Mehregan, 2014), "The emotions aroused when playing games add variety to the sometimes dry, serious process of language instruction" (p. 3). Therefore, board and table games help students to feel at ease, relaxed and motivated. Besides, this kind of material can be the path to learn a second language in a secure and spontaneous way. "Games make the acquisition of learning more likely and more natural" (Flora, 2009, p. 19). I expect board and table games I designed for my class enhance my students' speaking skill.



In spite of the numerous types of materials that support class activities, the most effective ones are those created and implemented by teachers, since they know their students' needs and interests, which allow them to use diverse resources to foster their learners' language production.

### **Speaking**

Having students speak in English in the classroom is a challenge for teachers, but it is not impossible to achieve. For that reason, teachers have the hard task to develop this skill through activities that allow students to feel comfortable when they speak in the foreign language. To this respect, Bailey and Nunan (2004) stated that, "Speaking skills are the productive oral skill". In addition, "it consists of producing systematic verbal utterances to convey meaning" (p. 48). Thus, when students speak in English, they must be coherent to transmit the message. For this to happen, it is necessary that students develop their oral production in communication. Whereas, some authors like (Baker & Westrup, 2003) mention that:

In some classrooms, speaking means that students repeat sentences or dialogues, or chant English work. Repetition is only one useful way of practicing new language. It is important for learners to practice the language they are learning in situations which are similar to life outside the classroom.  
(p. 7)

Consequently, it is necessary that students feel, live and familiarize themselves with the English language. In other words, replicating sounds or sentences does not mean learning English. Students do not assimilate a foreign language through repetition. Replication is not significant since students do not build knowledge in this way. Conversely, they need to convey a message to communicate with other people. Previous

knowledge is required to construct new experiences when they speak. Hence, the students must accomplish activities in a worksheet comprising a specific topic before playing board and table games. From this perspective, Bailey and Nunan (2004) stated that, “People do not learn the pieces of the language and then put them together to make conversations. Instead, infants acquiring their language and people acquiring second language learn the piece by interacting with other people” (p. 50). Students learn English when they communicate their ideas. Hence, a student who practices a second language learns more by talking with other people. The board and table games that I created and adapted nurture this process because their design promotes the speaking skill among the players.

Having the chance to interact let students gain confidence and the class becomes more interesting. In accordance with Bailey and Nunan (2004), learners must communicate with others during the classes, if we expect them to learn English by practicing within a social context. In this regard, Tsiplakides and Keramida (as cited in Azarfan, 2012) claimed that, “Students who exhibit communication apprehension do not feel comfortable communicating in the target language in front of others, due to their limited knowledge of the language, especially in relation to speaking and listening skills” (p. 155). From my view, when students share their ideas or thoughts with their classmates in English they feel more motivated, and from my experience, students enjoy taking part in the class and talking with their peers.

To develop the speaking skill in class it is essential to work in pairs or in groups. In this way, the students can practice the second language trying to do their best. Bailey and Nunan (2004) suggest teachers to provide opportunities for students to talk by using “pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons” (p. 55). Accordingly, my material gives

possibilities to speak in a confident way because students have the time for previous preparation to be ready to talk and interact with their partners. From Bailey and Nunan's perspective, it is indispensable to give a moderate time to the students to speak in English. When they have possibilities to talk in a foreign language with their classmates, the fluency and the use of the target language can be enhanced. Thus, it is important to emphasize that according to (Bailey et al. 2004),

Fluency is the extent to which speakers use the language quickly and confidently. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency building practice and realizing that making mistakes is a natural part of learning a new language. (p. 55)

Indeed, teachers must avoid interrupting students during their performance, considering that they can make mistakes when they are trying to do their best. Making mistakes when learning English is natural; for that reason, teachers have to allow time, spaces, and attention to the students so they can speak calmly and confidently. To this respect, Baley et al. (2004) mention that "one further interesting points is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher (such as supposing questions or offering clarification)" (p. 55).

Most of the time, students feel confident when they share with their classmates and even more when the teacher does not participate or interrupt the activity. Learners take part of the tasks and propose their own rules or new ideas to develop the exercises given by the teacher. Students need to feel free in class, so the teacher should let learners handle part of the class.

***Sub-skills.*** In this stage, it is relevant to mention that Lackman (2010) considered some speaking sub-skills such as fluency, accuracy with word and pronunciation, using functions, appropriateness (or suitability), turn-taking skills, relevant length, responding and initiating, repair and repetition, range of words and grammar, and discourse markers. On this basis, my study focused on fluency because these micro-skills entail students' speaking practice with a logical flow. Furthermore, "activities for fluency require students to focus on meaning in communication without immediate concern for accuracy, (errors can be corrected afterwards)" (Lackman, 2010, p. 3). Thus, students learn in a natural way by practicing with their classmates. Hesitation is common in public schools, as consequence of the few English hours scheduled; however, students are able to build sentences with coherence until they reach a certain level of fluency. In addition, they can have excellent experiences in the EFL classroom.

As teacher, I have noticed that my students would like to speak in English but lack of vocabulary does not allow them to say what they think. Thus, "Students often have difficulty producing fluent speech simply because they lack of vocabulary or grammar to express what they want to express" (Lackman, 2010, p. 4). Although this is true, a way to enhance the speaking skill could be through board and table games based on topics of their interests because students are able to discover many words they can use to express their thoughts. Board and table games are good materials to encourage students to speak at length on various topics and in a fun and non-threatening way, while fostering a favorable environment in which learners feel relaxed and can help one another to reach the aim of each board game.

The inclusion of board and table games as class materials enhance students' fluency within a pleasant educational atmosphere. Hence, students who have studied English for

years can be fluent if they take time to practice the language. This means that all students can communicate fluently. Gotz (1996) affirmed that, “Fluency as well as any other linguistic phenomenon also varies for speakers with different sociolinguistic background, e.g. the speaker’s age, gender, education, etc.” (p. 6). This statement goes in accordance with my students since they are not bilingual and when being at school they have few class sessions per week to learn English. For this reason, the level of fluency expected through the implementation of board and table games goes in proportion with this condition.

According to Baker Joanna and Heather Westrup (2003), the teacher must encourage students to speak during the class without paying attention to their mistakes. Moreover, the teacher must celebrate the progress of the students and motivate them despite the mistakes occurred when using the language. Likewise, Goh and Burns (2012) state that, “If learners can express meaning with few pauses and hesitations, they are often considered to be fluent, even when they make many grammatical mistakes” (p. 140) Learners can build coherent paragraphs and transmit their ideas when they speak. Summing up, teachers must appreciate their own effort, and their students’.

Despite the fact that learners make grammar mistakes when they speak, they try to transmit the message. However, “if the speaker- produces -one -word -at- a -time - like - this- no matter how accurate the results are, the speaker will not normally be judged a fluent speaker” (Thornbury, 2005, p. 7). Students sometimes feel bad because they do not speak fast; what they do not know is that they can build sentences while making pauses they consider necessary. Hence, my study seeks students to speak about interesting topics assuring self-confidence.

Moreover, teachers can use diverse activities like board and table games to enhance fluency. For that reason, “to prepare the class, you will need to create a simple board game

on a piece of paper and then photocopy it for each group of 3 – 5 students” (Lackman, 2010, p. 6). From my view, board and table games not only entertain but also go beyond by allowing students to have fun. I can say that the most interesting feature of this kind of activities is the opportunity for learners to share their ideas even though they make some mistakes. My students found board and table games attractive because of the colors, size and styles. Therefore, I am interested in developing big size games to keep students’ attention and motivate them to interact with others.

Other relevant sub-skills to increase in this study are range of words and grammar. Lanckman (2010) states that, “Students practice using particular grammar and/or vocabulary for speaking on a specific topic for doing specific task” (p. 3). The author also asserts that, “Students need to know a range of words and have the ability to choose from that bank the most appropriate words and structures for a specific task or topic” (p. 3). In this extent, my study intends to develop speaking skills through created and adapted material encompassing interesting topics for the students to learn, use and practice vocabulary according to the specific topic of the material.

Learning a second language implies not only theory but also attainable speech. Zhang (2009) considers that English is not a mere subject matter. It goes beyond a simple class as it means communication. From my practice as a teacher, I consider that learning a foreign language does not mean to know a series of grammar rules but using that language to communicate ideas or thoughts. Although teaching to enhance speaking in a second language is a challenge because of the intonation, pronunciation and coherence, I have to say that as a teacher of a foreign language I feel proud when my students are able to speak in English trying to communicate their thoughts or ideas. Consequently, it is important to mention that, “Talk as interaction is perhaps the most difficult skill to teach since

interactional talk is a very complex and subtle phenomenon that takes place under the control of unspoken rules” (Richards, 2008, p. 29). The materials proposed allow students to speak fluently and confidently and practice the language by using specific vocabulary for speaking about a particular topic. Moreover, they centered on students’ needs and interests to motivate them to learn English.

Summing up, to develop the speaking skill it is fundamental to guarantee four main conditions: continuous practice of the language, interaction with other people during the classes, and opportunities to work in pairs or groups, and learners’ confidence increase to speak.

### **Chapter III**

#### **Methodological Design**

This study focused on determining how the implementation of adapted and created board and table games enhances tenth graders' speaking skill at Ciudadela Educativa School in an EFL classroom. This research developed materials, which allow students to have a pleasant learning environment that fosters speaking. Besides, the use of board and table games in my school may give my students an opportunity to learn and enhance English in a different way, so that they can feel confident and motivated towards the school subject matters. This chapter consists of two parts: Research Design and Instructional Design.

#### **Research Design**

The design of a research entails developing significant activities, which are useful for the students in the construction of a new vision of the world, from a different perspective (Nuñez, Pineda & Téllez, 2004). This section portrays the aspects underlying the current research: approach, the type of study, participants and data gathering instruments.

**Approach.** The approach framing this study is qualitative research paradigm due to the way in which I classified the information collected, and described the findings. It is significant to mention that "qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities" (Cohen, Manion & Morrison, 2007, p. 461). Thus, I took notes about details over the classes, such as students' facial expressions, gestures and students' reactions, evidencing patterns and pace to learn. Each movement, expression or feeling conveyed was relevant to enrich and



improve my research. Besides this, it is important to consider the arrangement of the information into groups as Cohen, Manion and Morrison, 2007 say such “as acts, behavior, meanings, nature of participation, relationships, settings, activities” (p. 473). Categorizing the information let me analyze data and describe the corresponding results.

In the same line of thought, Kemmis, Mactaggart and Nixon (2014) affirm that, “Classroom action research typically involves the use of qualitative, interpretative modes of enquiry and data collection by teachers with a view to teachers making judgments about how to improve their own practice” (p. 11). After doing a detailed analysis, I realized that the students showed a positive disposition to learn when I fostered a pleasant environment. On the other hand, Hatch (2002) states that, “Qualitative research seeks to understand the world from the perspective of those living in it. It is axiomatic in this view that individuals act on the world based not on supposed objective reality but on their perceptions on the realities that surround them” (p. 7). Therefore, observation and analysis yielded perceptions of significant changes to improve my teaching practice.

Finally, it is significant take into account the elements in a qualitative research. In consequence, Patton (1987) affirms that, “Qualitative methods consist of three kinds of data collection: in-depth, open-ended interviews, direct observation and written documents, including such sources as open-ended written items questionnaires, personal diaries, and program records” (p. 7). Accordingly, I used instruments that registered my observation of the process as well as those that captured students’ opinions and responses towards the pedagogical intervention.

**Type of study.** In relation to my interest in studying how tenth graders enhance their speaking skill in an EFL classroom through adapted and created board and table games, I decided to work with Action Research. Kemmis and Mctaggart (as cited in Burns,

1999) state that, “Action research occurs through a dynamic and complementary process, which consists of four essential moments: planning, action, observation and reflection” (p. 32). In the first stage, I selected the students and the instruments to collect data; in the second one, I introduced the board and table games with specific instructions and rules; and then, in the observation stage, I analyzed the behavior of the learners and the effect of the games on the students’ learning process. Finally, in the reflection stage, I reflected about the advances and fallacies found with the purpose of embracing new ideas and strategies to improve the process of my study.

Furthermore, a teacher researcher has to detail every movement or fact in the class to understand or find new methods to teach English. In consequence, Burns (2015) mentions that action research “has to do with the teacher exploring and investigating in their own classroom challenges, puzzles, dilemmas, and ideas that they want to understand in more depth” (p. 4). Thus, my study is an action research as one of the goals is to enhance my students’ speaking skill through the board and table games especially designed to allow better resources to teach English in a fun way. Furthermore, within an unfavorable school context with a schedule of only 2 hour-class per week, limited basic resources, and the subsequent students’ low interest to learn a foreign language. However, the teacher’s endeavor and devotion exceed limits and reach goals.

In the same token, a teacher researcher has an important role in the classroom. Therefore, Lewin (1993) states that, “Action research must include the active participation by those who have to carry out the work in the exploration of problems that they identify. After the investigation of these problems the group makes decisions, monitoring and keeping note of the consequences” (p. 9). Indeed, from my role of researcher, I identified the advantages and disadvantages of using board and table games, and tried to improve

their implementation in accordance with the cycle of Action Research. What is more, Shon (1983) asserts that, “teachers are faced with pressures for increase efficiency in the context of contracting budgets, demands that they rigorously teach the basics, exhortations to encourage creativity, build citizenship, help students to examine their values” (p. 17). From my view, most teachers worry about fulfilling the school tasks and they seldom have time to invest in research as it demands designing new materials, time investment and passion to search for new pedagogical innovations. Accordingly, I intended to implement board and table games in my study, with the purpose of analysing their results and consequently, improve my teaching methods.

**Participants.** I decided to select six students as a sample for my research. Students were the core of this study as main actors of my pedagogical intervention. This research focused on enhancing their speaking skill. I was also an active participant assuming the role of teacher researcher and text developer as well.

**Students.** This research involved teenagers between fifteen and sixteen years old who are in tenth grade at “*Ciudadela Educativa de Bosa*” public school in Bogotá. On basis of my own and my colleagues’ observations, students face social and economic challenges such as gangs and poverty. It is evident that some students cannot afford to buy the school uniform. On the other hand, some gangs have murdered some of our students who were involved in problems.

Students stay alone and have free time without parents’ assistance and control, which turns out to be a serious problem. In addition, some of the children come from extremely low-income families without basic education. For the reasons abovementioned, many students are not committed to their studies.

Only six students in a tenth grade group, participated in this study; four females and two males. I selected the students with reference to the convenient sampling technique, considering that “The size of the sample is determined by the optimum number necessary to enable valid inferences to be made about the population” (Marshall, 1996, p. 522). These students showed energetic, active, cooperative attitudes and permanent willingness to participate in activities or games promoting their learning; besides, they have good foreign language competence: four beginners and two intermediate students who gained high scores during the last year. The six learners selected determined if the board and table games are effective to enhance their speaking skill.

***Teacher-researcher and text developer.*** When teachers start their research, they perceive their students’ strengths and weakness. As text developers, they can value their own process in the class. Elliott and MacDonald (as cited Cochran & Lytle, 1993) state that, “Through their own research teachers could strengthen their judgments and improve their classroom practices” (p. 8). I deemed pertinent to highlight my commitment to perform quality class sessions and do my best to help my students reach their academic goals. As text developer, I intended to innovate with materials to enrich my teaching practice. I used one board game and two table games created and adapted by myself; the first one named Seasonal Parcheesi, the second one, Craps, and the third one, the Roulette. All of them are colorful, attractive and enjoyable.

**Data gathering instruments.** To collect the data and support the corresponding evidences to show reliable findings, I decided to use students’ artefacts, field notes, video recording and survey.

***Students’ artefacts.*** First of all, I piloted my artefacts to adjust them according to the other group’s answers and evidence some failures before applying them. Thus, I

designed five worksheets focused on interesting topics selected by the students. In this matter, "within context investigated in teacher research, artefacts include samples of student produced texts and student artwork in class" (Lankshear & Knobel, 2004, p. 235). This implies to have elements performed or developed by the students throughout the implementation of the materials in the classroom activities, which show evidence of their work.

In doing so, I used a folder to gather the worksheets elaborated by my students to follow individual progress attained through the activities accomplished in the worksheets collected at the end of the class. Goetz and LeCompte (as cited in Jonnassen, 2004) define "artifacts of interest to researchers as things that people make and do. Examples of artifacts that may help to illuminate research questions include textbooks and other instructional materials, such as media materials; memos, letters, and, now, e-mail records" (p. 1058). The worksheets helped me identify patterns I could analyze in detail. Additionally, this material prepared the students to play with the board and table games and consequently, speak in a confident way.

**Field Notes.** Prior to get into details, it is convenient to define this concept. Burns (1999) states that, "Notes or field notes are descriptions and accounts of events in the research context which are written in a relatively factual and objective style" (p. 87). Information such as the dates, description and reflection of an observation gives the researcher important data to carry out the analysis. In this study, I first collected the description and then I made the reflection after the implementation of my materials. Consequently, I consider field notes significant for my study to keep the record of my observations regarding the conversations held by the participants, students' reactions and feelings, and the impact of board and table games, among others.

Likewise, I considered Burns' (1999) suggestions, "like writing on one side of the page only, numbering each page in a consecutive manner, starting a new page for each new research day, registering the date and the location, highlighting with different colors and keeping a copy of the original notes" (p. 87). Hence, field notes allowed me to organize key information about my research. Therefore, I designed a format with number of session, date, time spent in each class, descriptive information and reflective information (See Appendix A).

Likewise, some scholars mention that, "Following each participant observation event, data collectors need to expand their notes into rich descriptions of what they have observed. This involves transforming your raw notes into a narrative and elaborating on your initial observations" (Mack, Woodsong, MacQueen, Guest, Namey, 2005, p. 24). This is a valuable view for the observer, considering that a researcher needs to describe in detail each event that happens inside the classroom.

**Video recording.** This instrument was indispensable because I kept a record of the speaking advances of my students. Although Loizos (as cited in Baurer & Gaskell, 2000) mentions that, "There is no reason to introduce video recording into a research situation unless it is the best or only way to record the data and unless it is clearly imperative to record these data" (p. 106). In this study, video recording was part of my research, as I transcribed my learners' speech in detail, and the movements and expressions of my participants, to know the effect of my pedagogical intervention on their learning process. Finally, Sadalla and Laroca (as cited in Garcez, Duarte & Eisenberg, 2011) mentioned that, "Video recording allows recording even fleeting and non-repeatable events, which are very likely to escape direct observation" (p. 251). From this view, video recordings helped me get students' reactions and attitudes. I recorded their performance in the speaking exercises

proposed in the worksheets and collected data through the videos when they played board and table games (See Appendix B).

**Survey.** This instrument was paramount as it gave account of their likes, dislikes and opinions about the study. With regard to this instrument, Nunan (1992) affirms that, “Surveys are widely used for collecting data in most areas of social inquiry, from education to linguistics. The purpose of a survey is generally to obtain a snapshot of conditions, attitudes, and/or events at a single point in time” (p. 140). Survey helped me to recognize accurate data, such as favorite board and table games and the reason to have innovative games in class. It gave me the starting point to initiate my study. Likewise, Brown (2001) considers that, “Opinion surveys seek to uncover the opinions and attitudes of respondents about specific issues” (p. 34). On basis of the above, I designed two different surveys: the first one diagnosed students’ opinions and impressions about speaking and material applied in the English class (See Appendix C) and the second one was related to the questions that allowed me to gather students’ opinions, ideas or experiences in reference to their feelings about the board and table games implemented and the way these enhanced their speaking skill (See Appendix D).

### **Instructional Design**

Due to the students’ reluctant attitude toward traditional teaching routines, my main concern deals with students’ preference for writing activities rather than speaking practice. Therefore, my pedagogical intervention connects to the use of board and table games to increase students’ motivation and encourage them to participate in class activities. In this line, Wright, Betteridge, and Buckby (2006) state that, “Games help and encourage many learners to sustain their interest and work” (p. 2). As a result, learners feel confident while

playing because have fun and share thoughts, feelings and experiences with their classmates in a different manner.

In the excerpts below, I describe my pedagogical intervention, the theory of language and language learning, the methodological approach underlying the pedagogical strategy, the connection of the pedagogical strategy with the research inquiry, the instructional phases, and the topic selection. Besides, I include a sample of one of my worksheets.

**Pedagogical intervention.** Bearing in mind the leading role of materials highlighted in previous excerpts, I deemed crucial to cite Tomlinson (2014) who asserted that, “Materials adaptation is an integral part of the success of any class” (p. 86). For that reason and from my view, the implementation of board and table games is fundamental to develop the students’ speaking skills. In doing so, I designed five worksheets, which allowed them to become familiar with key vocabulary and expressions to be able to play easily. The topics worked in the worksheets were titled as Four seasons-Four experiences, Escaping from reality through music, Best friends forever, Do sport and stay healthy and Know my origins and visit my country. These worksheets focused on developing and practicing the speaking skill. Consequently, students worked in pairs or in groups through several activities. I developed different instruments such as interviews, voice recording and video recording. In such way, students spoke in diverse contexts. My pedagogical intervention is based on the three PPPs (which stands for Presentation-Practice-Production) of Communicative Language Teaching. In consequence, my worksheets followed these three stages to achieve the objectives set to develop the speaking skill. Skehan (2006) purports that, “A focused presentation stage is followed by practice activities. These practice activities are designed to enable learners to produce rapidly and easily the material which



has been presented” (p. 13). In my case, the worksheets designed followed the PPP stages. In the first stage, the students got familiar with the topic through warm up activities; in the second, they performed several activities concerning the theme, and in the last one, they produced material by means of the board and table games especially adapted and created for them. The worksheets were a great opportunity for the learners to practice and share their ideas with their classmates before playing and guaranteed the participation of the students while speaking. They played with a board game and two table games: Parcheesi (See Appendix E), Craps (See Appendix F), and Roulette (See Appendix G); all of them are colorful, attractive, and enjoyable. In addition, each game had its instructions and a board with questions about a topic worked previously in class. For instance, if the students developed the worksheet about music, the games had a board with questions related to the music and so on. In sum, communicative language teaching seeks to “help learners in any way that motivates them to work with the language” (Richards, 1986, p. 68). Board and table games helped the students to speak in English and motivated them to continue practicing in English.

Consequently, as a teacher researcher I consider that the exercises implemented in my classes are appropriate and pertinent to implement new interesting activities. Núñez et al. (2009) argue that, “Teachers ought to create materials that promote pleasant learning settings, thereby fostering motivation and long-term learning” (p. 173). For this reason, I adopted an innovative didactic strategy that fosters my students’ learning processes and makes them feel confident when practicing English. Besides, the board and table games involved the use of dice, tokens, counters, cards, roulettes, boards, which makes the game more interesting and exciting for the students because they enjoy manipulating materials that activate their mental capacities. In that regard, Second Language Acquisition principles

addressed by Tomlinson (as cited in Núñez et al. 2009, p. 175) are also significant as each principle provides teachers with advice to fulfill students' needs and expectations before designing and implementing teaching strategies and class materials. Hence, I embraced some of these principles to carry out my research.

Among the Language Acquisition Principles (SLA, henceforth), I focused on achieving impact through novelty, variety, attractive presentation, and appealing content. Therefore, I highlighted novelty, variety and attractive presentation to characterize my research since I had the chance to create and adapt the board and table games used in the implementation of my study. I decided to make a game similar to the real Parcheesi using the four seasons of the year. Other ones were adapted according to casino games; then I chose the roulette and craps. Moreover, my materials involve questions with different levels of complexity, which provide students with opportunities to advance in speaking performance. In addition, they are attractive not only by their colors, size and styles but also they sustain the interest and the curiosity of the learners. Moreover, the topics and activities respond to the students' interests.

Besides, I was centered on helping learners feel at ease. SLA research has revealed that students seem to learn more and in a shorter time when relaxed and comfortably engaged in learning activities. Accordingly, my research has revealed that students seem to learn more and in shorter time when being relaxed and comfortably engaged in learning activities, as evinced through data analysis. Board and table games helped students feel at ease and learn by being entertained, as they turned to be a great didactic strategy to involve students in learning English. Besides, when students felt comfortable, and were able to produce better results than expected.

Another important SLA for my study was helping learners develop self-confidence. “Relaxed and self-confident learners learn faster”. In this line of thought, Mora and Lopera (2001) mention that, “Games enable students to gain self-confidence, as they feel interested in participating. As a result, classroom interaction becomes more natural and more people get involved in it” (p. 78). Board and table games can contribute to develop students’ self-confidence and provide entertainment and a positive learning environment.

Additionally, facilitate student self-investment, which aids the learner in making efficient use of the resources to facilitate self-discovery. Consequently, the role of the teacher should meet criteria of supplying a pleasant environment. Tomlinson (as cited in Tomlinson, 2012) argues that it is necessary for students to feel motivated, relaxed, positive, and engaged. Consequently, I am convinced that board and table games can provide a learning environment where students feel relaxed, motivated and their participation can increase considerably. Similarly, Tuan and Doan (2010) argue that, “The activities in a game get all the students to move around, activate their mental capacities and stimulate neural networks, thus motivating learners in learning and retention” (p. 70). The board and table games involved preparation through the worksheets, which contain several activities to promote the speaking skill.

Finally, providing opportunities for communicative purposes in L2, fostering thereby language use, not just usage implies providing opportunities to communicate ideas in the classroom. Indeed, teachers have to avoid interrupting when students are participating or developing their speaking skills, considering that learners make mistakes when they are trying to do their best. The most interesting part in the implementation of my intervention deals with the topics selected by the students, in response to their interests since it allowed students interacted most of the time.

**Instructional objectives.** The general objective of my pedagogical intervention was to generate a positive learning environment through the use of board and table games to help students speak English in a more confident and enjoyable way. The specific objectives were (a) to assess how the implementation of teacher made material enhance the development of the speaking skill among tenth graders in an EFL classroom; (b) to enhance students' speaking skill through the adaptation and creation of board and table games; (c) to provide students with topics of their interest, to help them talk and communicate in an EFL classroom.

**Intervention as innovation.** The new ideas generated by the teachers are part of the innovation involved in the intervention in the class. Markee (2001) states:

Innovation itself, as concept, is central to the implementation and/or evaluation of new ideas and new procedures. However, in language context, innovation will be defined as proposal for qualitative change in pedagogical material approaches, and values that are perceived as new by individuals who comprise a formal (language) education system. (p. 120)

Innovation in language teaching context is more than new ideas, "It is a proposal for qualitative change in pedagogical material" (Markee, 2001, p. 120). Thus, it is important that the material developed for the intervention has a pedagogical proposal. According to Markee (1997), curricular innovation is "a managed process of development whose principal products are teaching (and/or) testing materials, methodological skills, and pedagogical values that are perceived as new by potential adopters" (p. 46). From this consideration, this study is innovative in the English teaching field at Ciudadela Educativa School, because it consisted in adapting and creating board and table games such as Parcheesi, Craps and Roulette to foster students' interest and to enhance their speaking skill

in an amusing manner. Besides, it is necessary highlight that few times English texts bring board and table games.

On the other hand, board games would help to change the idea expressed by the Instituto para la investigación educativa y el desarrollo pedagógico (IDEP) which states that "English teaching is difficult due to lack of bilingual learning environment" (Orozco, 2012, p. 108); change that the school needs to assume and the teachers can contribute with their creativity and opinions. Accordingly, the idea of my innovative games is that students practice English with their classmates by using the worksheets, which include topics selected by students. Then, they will speak about the worked topics in a foreign language in a confident way through the board and table games. Moreover, for different reasons, teachers do not design their own materials in my school.

This aspect is worrying because schools need teacher researchers who can find new proposals or methods that can change the usual way of teaching English. In this regard, Núñez et al. (2009) state that "Consequently, RRR teachers inspire and do most of these things: devote time to teaching, facilitating, and guiding their students' learning process; implement changes or innovations in their teaching practice" (p. 174). Hence, in my intervention I applied the three R's and it helped me to be an innovative teacher.

**Theory of the nature of language and language learning.** As a foreign language teacher, I evidenced great progress when my students convey ideas in English. Although, they hesitate while speaking, I notice their effort to improve and practice the foreign language. Based on Tudor's (2001) insights "the main assumption of communicative language teaching is for language learners to be able to do something with the language or in the target language" (p. 57). Therefore, my pedagogical intervention centres on

communicative competence rather than structural aspects; and encourage students to use the foreign language to interact with their partners through my board and table games.

Consequently, practicing with their classmates and sharing ideas with them in English is a useful strategy to improve their oral production. Students require experiential learning in which the use of the language increases and structures learning in a consistent pedagogical manner (Tudor, 2001). Learners need time to prepare their ideas before expressing them in English. That is to say, the classes must be resourceful to help students perform the activities. On the other hand, experiential context allows students to learn a language and make a pragmatic use of it. This can be accomplished through “communicative activities or tasks which require learners to use the language in ways which are likely to be relevant to them in the present and in the future” (Tudor, 2001, p. 83). Thus, it is fundamental to select suitable topics to meet students’ interests. Hence, they feel motivated to prepare their views and speak about them without concern or fear.

**Methodological approach underlying the pedagogical intervention.** The three stages within Communicative Language Teaching known as the three PPP (Presentation-Practice and Production) frame my pedagogical intervention. The relevant stages of this approach stated by Richards and Rodgers (2014) are:

Presentation: A text, audio, or visual is used by the teacher to present the grammar in a controlled situation; Practice: It is a practice phase follows where the learner says the structure correctly, using as drills and transformation, gap-fill or cloze activities, and multiple -choice questions; and Production. The learners transfer the structure to freer communication through dialogues and other activities, where there is more than one correct answer. (p. 54)

This approach is flexible as teachers can follow the stages of PPP, with the possibility to adapt varied activities, depending on the students' needs. Besides, the organization of the approach allows the teachers in charge of the processes to follow it in a careful manner.

Similarly, this approach “lends itself to accountability, since there will be clear and tangible lesson goals, which can then be evaluated” (Skehan, 2006, p. 13). The activities should have explicit objectives for the learners, allowing the assessment of their performance. To this extent, each of the worksheets has general and specific objectives, providing comprehensible instructions, and strategies to evaluate students while playing the board and table games. Likewise, the design of the worksheets let the teacher follow the three stages that frame this approach. The first stage comprises warm up and grammar explanation; in the second stage, the learners practice some pair work or group exercises focusing on pronunciation and intonation; then the students have oral production through board and table games.

**Connection of the pedagogical intervention with the research question.** The instructional design underpins the implementation of the pedagogical intervention with the strategic phases or stages proposed in the Communicative Language Teaching approach (presentation, practice and production) in line with some principles, which yield the connection of the instructional design and the research question. To this respect, Richards (2005) states that to support the instructional design process it is convenient to “make real communication the focus of language learning, provide opportunities for learners to experiment and try out what they know, provide opportunities to develop both accuracy and fluency” (p. 9). To solve a problem, the researcher must look for different strategies, which

means that, the pedagogical intervention is the clue to find complex situations and accomplish possible solutions to get successful outcome.

Therefore, on basis of my research question "How do the creation and adaptation of board and table games as language learning materials enhance tenth graders' speaking skill in an EFL classroom at C.E.B?" the instructional design helped me find arguments which justified the creation and adaption of language materials for enhancing the speaking skill in my tenth graders. Hence, having new materials like games in the classroom makes students more engaged in speaking in a foreign language. Furthermore, the instructional design made me think about my students' motivation increase to learn English when they interact with their classmates, as they realize that all their peers focus on their oral production.

**Suggested instructional phases.** The first stage to be able to recognize students' needs is to do research. Concerning students' needs, Seedhouse (1995) states that, "The tradition persists in General English that learners' needs can't be specified and as a result no attempt is usually made to discover learners' true needs." (p. 59). Therefore, I kept in mind my students' needs, like for example, the necessity to interact with others and thus I planned some phases to help my students' overcome their weaknesses.

On the other hand, to implement material in the classes it was necessary to follow the different stages of PPP (Presentation, Practice and Production) approach. Besides, it was important for students to be involved in each phase to become familiar with it to accomplish the objective. This pedagogical intervention focused on the enhancement of the speaking skill through the creation and adaption of board and table games, which helped my students, feel confident when practicing English in the classroom. Lack of motivation in learning English led me to design materials to promote the acquisition of the language with a different focus; for this reason, I decided to use board and table games.



***Proposed material development framework.*** To develop my materials, it was necessary take into account some scholars who have contributed to the development and implementation of materials. For instance, Graves (1996), Jolly & Bolitho (1998); Masuhara (1998); Núñez, Pineda & Téllez (2004); Núñez and Téllez (2009); Núñez, Téllez, Castellanos & Ramos (2009) and Núñez, Tellez and Castellanos (2012) have worked and strengthened the designed and adaption of the materials in the teaching and learning of English. Some important components proposed by the authors are presented below.

Graves (1986) states that a framework component is useful in the language learning and he proposes elements such as: "“Needs assessment, determining goals and objectives, conceptualizing content, selecting and developing materials and activities, organization of content and activities, evaluation, and consideration of resources and constrains” (p. 13). These components can be carried on in the sequence that the teacher considers necessary to develop the respective material. Besides, Jolly and Bolitho, (1998) suggest the path to create or adapt valuable materials. Some of them are: “1) Identification of need for materials, 2) Exploration of need, 3) contextualization of materials, 4) Pedagogical realization of materials, 5) production of materials, 6) Evaluation of materials against agreed objectives” (p. 98). The intention of these stages is to achieve the objective proposed by the developer which is focused on the student’s needs.

Furthermore, Núñez et al. (2004) recommend following a diagram which represents a process and the different questions that a text developer should ask him/herself according to the supporting materials. It contains "needs analysis, objectives, selection and sequence, learning teaching activities, assessment and evaluation of goals achieved" (p. 131). These phases are designed to enhance learning acquisition through the appropriate materials in an EFL classroom.

Moreover, Núñez et al. (2012) propose some stages for planning and applying research projects among in-service teachers. Such as: "1) Carrying out a needs assessment – analysis, 2) Identifying the method or approach and the design, 3) Determining the general goals and objectives of the course, 4) Designing the syllabus, 5) Developing the material, 6) Assessing the material" (p. 20). These stages support the teachers' process in the English research class and it increases the creativity in the material development.

Finally, Núñez and Tellez (2009) are focused on components to create and adapt didactic learning materials. Therefore, they advise the following stages: "1) Needs assessment, 2) Selecting goals and objectives, 3) Content, 4) Selecting and developing materials and activities, 5) Organizing of content and activities, 6) Evaluation" (p. 177). This process implies that each component is well done to develop the materials in a captivating way. Based on the above, I came up with my own framework to implement materials in my classes, taking into account the specificities of my context and my pedagogical intervention based on creating and adapting materials for the EFL classroom. Consequently, I came up with the following phases:

***Finding interests before speaking.*** In this first phase of the intervention, it was essential to inquire about students' needs, interests and likes; for that purpose, I conducted a survey, which helped me identify all the features to create materials involving games to develop the speaking skill.

***Creating and developing activities.*** After knowing the results of the survey, I designed the worksheets to meet my students' needs with attractive, innovative, effective activities, and allowed them to practice what I wanted to focus on. These materials addressed goal and learning strategies according to the topics worked in class. Simultaneously, the worksheets involved the three PPPs approach. In the first stage,

students engaged in the themes through warm ups. In the second one, they had the opportunity to share ideas with their classmates and developed some issues proposed in the worksheets together; and in the third one, the students were ready to play the board and table games by asking and replying about topics of their interest.

***Evaluating the process.*** In the last stage, I presented the materials, which involved the board and table games with the playing instructions and a board comprising a series of questions according to the topic presented in the worksheet. It is worth mentioning that, at the end of each worksheet, there was a self-assessment section to analyze from my students' perceptions the quality of the content, and an observation space to write the students' suggestions. This part showed elements to evaluate the process too. After that, the students started to play and were able to put into practice what they had learned, and what they wanted to communicate in the foreign language. For instance, they asked and answered questions about topics of their interest. The questions written by the teacher connected to the issues worked or developed in the worksheets. In this way, the activities were evaluated to evidence the production of the students. Furthermore, they played three different games presenting different levels of complexity, with the intention of making students feel comfortable, and allowing them to share a new experience with their classmates within the classroom.

***Informed consent.*** I presented the informed consent to the principal of the school and argued the reasons carrying out my research study, underlining the consequent advantages (See Appendix H). Then I explained the aim of the research, the methodological process and the conditions for participating to the parents as well as to the students (See Appendix I and J). I highlighted the teacher's commitment to keep the participants' names

and comments in secret, for ethical reasons. In addition, I emphasized on keeping the grades apart from their participation, as they had the option to quit at any time.

***Sensitization.*** It was also necessary to discuss the importance of speaking English nowadays. Moreover, I told the learners that the learning environment would be different and they would have the opportunity to improve their speaking skill in a fun way. I told them about the time we would spend in the study, and the materials we would use. Lastly, I told them about their choice to suggest the topics.

***Implementation of the materials.*** In contrast with my proposal, the English syllabus of the school for 2017, included Comparing the seasons of the year, talking about music, introducing new friends, Sharing ideas about sports and asking and answering about touristic places, simple past, review of superlatives, likes and hates, regular and irregular verbs. Considering the Seasonal Parcheesi is a game focus on the seasons, I choose as first topic four seasons- fours experiences which enclosed: simple present, weather, animals and cloth and talking about season. The second worksheet addressed the music; simple present, hates and likes, and opinions according to the music. The third worksheet was about friends which review vocabulary about friendship, simple past, descriptions, and experiences with friends and questions about real friendship. The fourth worksheet was about sports; verbs, adverbs of frequency, irregular superlatives and simple present. The fifth worksheet included: touristic places in Colombia, descriptions, superlative adjectives, ideas about culture in the country and simple present. To make it more appealing, personalized and meaningful, I decided to introduce these tenses into a major topic called "let's play, let's learn" and developed them along the five worksheets focused on the students' interests. Among others, music, friendship, sports and Colombian culture, under these titles: Four Seasons-Four Experiences, Escaping from reality through music, Best friends forever, Do

sport and stay healthy and Know my origins and visit my country. By means of mutual agreement, both teacher and students selected the topics according to the students' interests identified through the survey. With exception made with the topic for worksheet number one, as I had it ready for the first session. The other worksheets included the topics selected by the students.


To develop the worksheets and reach a specific goal for each topic, the students integrated all language skills, but most time focused on speaking. They answered some questions according to their interests, gave opinions about a particular topic and performed some activities making use of technological resources such as voice or video recordings. They developed the worksheets in the first semester of the year, their topics adjusted to the syllabus and curriculum, and each student received a photocopy of the worksheets to do the exercises suggested by the teacher.

In addition, from the class time available, I took two hours to work on the worksheets, and one hour to play board and table games. This means that the students prepared the topic before playing. In this way, they could feel confident because they were familiar with its content. The learners enjoyed working in a favorable class atmosphere and took advantage of speaking in English because they had the chance to practice all the time in the classes.


Finally, I consider that a teacher-researcher and text developer must follow the stages or components of MD framework proposed by authors such as Graves (1996), Núñez, Pineda, and Tellez (2004), Núñez and Téllez (2009), Núñez, Téllez and Castellanos (2012), etc. Since, instructional design needs to be supported theoretically; these researchers give teachers tools to develop good quality material. For this reason, I was able to carry out my pedagogical intervention and succeed.

## Sample of Worksheet

1



SECRETARÍA DE EDUCACIÓN  
**COLEGIO CIUDADELA EDUCATIVA DE BOSA**  
**INSTITUCIÓN EDUCATIVA DISTRITAL**  
Educación en Pre-escolar – Básica – Secundaria y Media Académica



**Worksheet # 3**


## Best Friends Forever

Teacher: Esperanza Linares      Date: \_\_\_\_\_      Grade: \_\_\_\_\_

Name: \_\_\_\_\_

**General objective:** To talk about basic concepts of friendship. **Specific objectives:** (a) To identify vocabulary related to friendship; (b) To share ideas about their friends and friendship.

**Presentation stage!**



**Learning Strategy:** "Using a synonym" Using a word that means the same thing.

**1. Unscramble the following words using clues from the text box**

Friendly	Trust	Fun	Sharing
Together	<del>Buddy</del>	Friends	Important

a. Dyubd: Buddy

b. unf: \_\_\_\_\_

c. ttioMranp: \_\_\_\_\_

d. egerhtot: \_\_\_\_\_

e. sturt: \_\_\_\_\_

f. rifdens: \_\_\_\_\_

g. ringsha: \_\_\_\_\_


h. lyendfri: \_\_\_\_\_


**2. Match the word with the correct synonym and practice the pronunciation with your teacher.**


a. Together  
 b. Friendly  
 c. Trust  
 d. Fun  
 e. Buddy  
 f. Important

1. Enjoyable  
 2. Brother  
 3. As a group  
 4. Significant  
 5. Sociable  
 6. Confidant

**3. Write a word according to the picture and use the vocabulary above.**


  
\_\_\_\_\_


  
\_\_\_\_\_


  
\_\_\_\_\_

Created and adapted by Esperanza Linares

**Language Use**

**Remember:** You have to use auxiliaries for simple past and simple present only in negative and interrogative sentences. And you have to take into account the auxiliary of the question.

**Example:**

**Simple Present:** Do you have many friends? Yes, I do. / No, I don't.

**Simple Past:** Did you use social networks five years ago? Yes, I did. / No, I didn't.

**4. Ask a question to your classmate about friendship using Simple Present and Simple Past.**

Simple Present: \_\_\_\_\_?

Simple Past: \_\_\_\_\_?

**5. Write the profile of your best friend.**



Name: \_\_\_\_\_

Age: \_\_\_\_\_

Male/Female: \_\_\_\_\_

Language: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Country of birth: \_\_\_\_\_

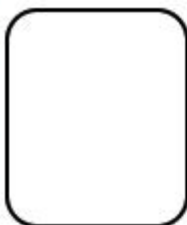


**6. Complete these sentences using the above information then share it with the class.**

My friend's name is \_\_\_\_\_. He/She is \_\_\_\_\_ years old. He/She is from \_\_\_\_\_ and speaks \_\_\_\_\_.

**7. Write a description of your best friend on the lines provided below. Then, draw a sketch of him/her and explain it to your classmates.**

*Example: My friend is tall. He has brown eyes and blond hair. He is intelligent. He is He/she is my favorite confidant and we have fun together. . .*

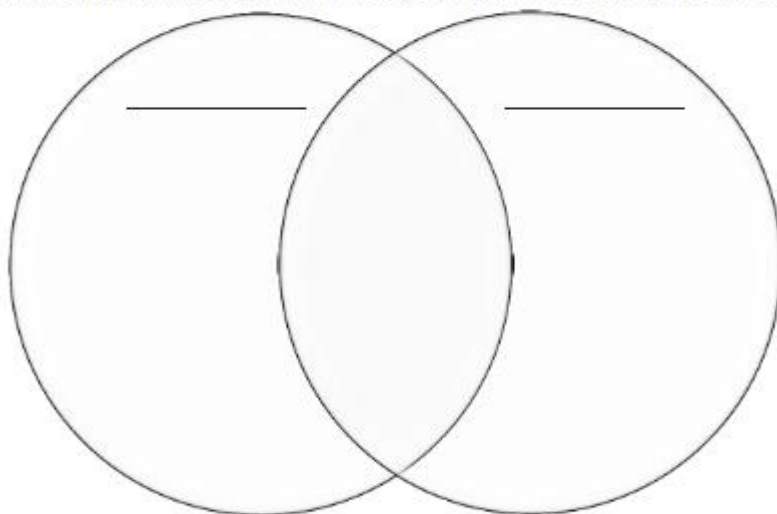


3

**Practice stage!**

*Learning Strategy: "Placing new words into a context" Comparing and talking about likes and dislikes of your friends.*

**8. Compare yourself with your best friend. Write your name in one circle and the name of your friend in the other circle. Write things that are different in the big circle and write thing that are the same in the center.**



**8.1. Do you have more things in common or different? Circle one option.**

Common      Different

**9. Share with the class the common things that you have with your best friend.**

**Example:** My best friend and I like listening to rap music. We love chatting during hours. We enjoy going to the movies and we hate fake people. Definitely, I get along with my best friend.

---



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Created and adapted by Esperanza Linares



**10. Answer these questions about your best friend and then play onion ring to share them with the class.**

- Who is your best friend? My best friend is \_\_\_\_\_
- What special qualities does he or she have? He/She is \_\_\_\_\_
- What do you have in common? We \_\_\_\_\_
- How do you keep in touch? \_\_\_\_\_

### Production stage!



**Learning Strategy:** "Practicing naturalistically" Participating in interviews.

**11. Interview one of your classmates. Ask him or her following questions and record the answers by using the application voice recorder in your mobile. Then share them with your classmate.**

Interviewer	Interviewee
<i>Example:</i> How did you meet your best friend?	<i>I met my best friend in the school. We were in third year. We started to play many games and now we are the best friends.</i>
What do you and your best friend usually do together?	
Do you consider that Facebook is important to keep in touch with your friends? Why?	
Do you think a man and a woman can be just good friends? Why?	
What is more important for young people, friends or family? Why?	
Are you a good friend? What qualities do you offer to your friends?	



12. It's time to play! Here we go!!  
Work in groups of five people!

#### Instructions

1. Your English teacher will give you a game. It can be Seasonal Parchisi, Roulette or Craps.
2. You will receive the board game with the instructions.



#### SELF-ASSESSMENT

The board game <i>El juego de mesa...</i>	It does 🎲	It can be better 🎲	Observations
has attractive presentation and it is novel. <i>tiene una presentación atractiva y es novedoso</i>			
promotes learning strategies that help the enhancement of the speaking skill <i>promueve estrategias de aprendizaje que ayudan al mejoramiento de la habilidad oral</i>			
has a useful content <i>tiene un contenido útil</i>			
has new vocabulary <i>tiene vocabulario nuevo</i>			
develops self-confidence <i>desarrolla confianza en sí mismo</i>			
To enhance my speaking skill <i>Para mejorar mi habilidad oral</i>	I do 😊	I can improve 😊	Observations
I ask questions in a natural way without fear <i>Hago preguntas de una manera natural sin temor alguno</i>			
I answer questions with coherence, that is, I avoid making mistakes <i>Respondo preguntas con coherencia, es decir, evito cometer errores</i>			

allows me to speak in English in a confident way <i>Me permite hablar en inglés de una forma segura</i>			
let's me talk about interests that I have according to the friendship <i>Me permite hablar sobre los intereses que tengo sobre la amistad</i>			

## WEB REFERENCE

- Picture taken from <https://www.blog.loventine.com/wp-content/uploads/2013/03/parque-diversiones-cita.jpg>
- Picture taken from <https://moskitamuertadotcom.files.wordpress.com/2016/07/friendas.jpg>
- Picture taken from <https://i.ytimg.com/vi/-GLP35FvxGw/hqdefault.jpg>
- Picture taken from <https://s-media-cache-ak0.pinimg.com/736x/1c/12/54/1c125456fb7d91718a2cac827e9a8c83.jpg>
- Picture taken from <https://s-media-cache-ak0.pinimg.com/originals/d3/fa/33/d3fa33c14cefec7ec8a69316871f8a45--guy-hair-male-hair.jpg>
- Taken from [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/a\\_profile\\_of\\_a\\_new\\_friend/present-simple-friends/6026](https://en.islcollective.com/resources/printables/worksheets_doc_docx/a_profile_of_a_new_friend/present-simple-friends/6026)
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## Chapter IV

### Data Analysis

#### Data Analysis Procedure

To analyze the information collected, I first made a copy of each one of the students' artefacts and I organized the data gathered by means of the rest of my instruments to manipulate it easily. Then, I followed the basic steps proposed by Freeman, (1996) which are: naming, grouping, finding relationships and displaying. Therefore, I started *naming* and underlining relevant words, which caught my attention. Then, I found *similar patterns*, I wrote them in a separate piece of paper, I *grouped* the related words and I used the *color-coding* technique to analyze data. Afterwards, I found *affinities* among them and I assigned a name to each group. In spite of having 40 students in my class, I only analyzed six of them due to time restrictions since there was a teachers' strike and this situation interfered with my intervention.

For the analysis of the data gathered, I decided to use the Grounded Theory approach because it allowed me to search and compare valuable information. In that regard, Glaser (1978) supports that:

Grounded theory is a research tool, which enables you to seek out and conceptualize the latent social patterns and structures of your area of interest through the process of constant comparison. Initially you will use an inductive approach to generate substantive codes from your data; later your developing theory will suggest to you where to go next to collect data and which, more focused, question to ask. (p. 37)

Therefore, it was necessary to use different instruments to collect the data, conceptualize the patterns and use some codes to find new routes or solutions to the problem. For the analysis and to confirm the data, I used the triangulation method to achieve a better interpretation of each instrument. In this sense, "the benefits of triangulation can include increasing confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem" (Thurmond, 2001, p. 254). This process allowed me as researcher to obtain precise data and find ways of analyzing it. Afterwards, I made a chart of patterns and categories to identify the connections among each one. Finally, I labeled the categories and sub categories explained below.

### **Research Categories**

I established two categories with its corresponding subcategories, on the basis of the research question: How do the creation and adaptation of board and table games, as language learning materials, enhance tenth graders' speaking skill in an EFL classroom at Ciudadela Educativa de Bosa? These are shown in the following table.

Table 1 *Categories and Subcategories*

<b>Board and Table Games as Language Learning Materials to Foster Interaction among Classmates</b>	Worksheets designed around interesting topics trigger language learning
	Enjoying the materials while relating with peers
<b>Developing Coherence when Speaking in English</b>	Learning vocabulary and pronunciation as key aspects when talking in the L2
	Organizing ideas and practicing before speaking leads to gaining confidence

**Board and Table Games as language learning materials to foster interaction among classmates.** This category describes how students enjoyed the materials which allowed them to exchange their ideas or opinions through the board and table games. Thus, learning English while students play, usually promotes knowledge and can develop values by working in teams. In this regard, Hadfield (1999) established that games can develop language skills because most of them are designed with objectives that stimulate thinking. This implies that when students play, they put into practice their physical and cognitive skills. Accordingly, the interaction with others makes the students apply their knowledge enhancing learning. To this extent, during the implementation of this study, I was able to observe that every time the students played, they tried to do their best when speaking, since the purpose was to let the other players understand what they were saying. Consequently, I could evidence how the worksheets designed for this purpose allowed the students to express their opinions coherently before playing with the board and table games. Besides, this study was focused on some SLA principles to create and adapt learning material. These were centered on: novelty, help learners feel comfortable and develop self-confidence as well as provide opportunities to communicate among learners in an L2.

Furthermore, motivating students while speaking in English through board and table games is supported by Wright, Betteridge and Buckby (2006) as they affirm that, “Games help and encourage many learners to sustain their interest and work, also, create contexts in which the language is useful and meaningful” (p. 1). Thereby, I could realize that the players were interested in the materials and in the topics proposed in the class because it made their learning more significant and helpful. This allowed the students to enjoy the materials while interacting with their peers and fostered their English learning. Thus, this category yielded two subcategories explained below.

*Worksheets designed around interesting topics trigger language learning.* This subcategory focuses on engaging topics that allow students to activate their prior knowledge and share it with their classmates when they were in contact with the materials. To this respect, Duarte and Escobar (2008) affirm that adapting material promotes creativity in the design, which includes handling interesting topics according to students' needs, cognitive capacities, and promotes group work. Thus, through the analysis of data, I observed that the topics selected triggered English learning. As evidenced in the next excerpt taken from the survey.

To the question: Were the worksheets appropriate to develop your interests in the topics? A student replied:

**S28:** “Si, fueron muy apropiados, ya que fue una manera más didáctica de aprender, sus temas fueron muy interesantes porque me motivaron a hablar en inglés sobre los temas propuestos en las guías de trabajo”. [sic] (Yes, they were. It was a didactic manner to learn. Their topics were very interesting because they made me feel motivated to speak about proposed topics in the worksheets) (*Survey, August 22<sup>nd</sup>, 2017*)

In the statement above, it is possible to infer that the student learnt through the adapted and created materials because it had interesting topics which motivated her to speak in English. This means that the topics are a key aspect when designing material since these ought to be focused on student's interests. In this regard, Contreras and Chapetón (2017) state that, “Activating students' prior knowledge not only helps students to make connections between what they know and what they are about to learn, but also learning becomes meaningful because the topics are relevant to the students” (p. 142). Thus, it is necessary to create tasks that entail topics of their interest since this activates students' knowledge and helps language acquisition.

Moreover, the following sample taken from the field notes shows how a warm up activity focused on an interesting topic can engage and encourage students to learn English.



Students listen to some songs; while they are playing they have to put a number from 1 to 11 in a table according to the name of the song. When the activity starts, students sing the songs in a loud voice and they show happiness (smile each other and move their body according to the rhythm). Students show different feelings and maybe they remember something with the music. I consider that worksheet designed around interesting topics help to my students to speak in English. Besides, they show interest in talking about music with their classmates. [sic]

*(Field notes, April 3<sup>rd</sup>, 2017)*

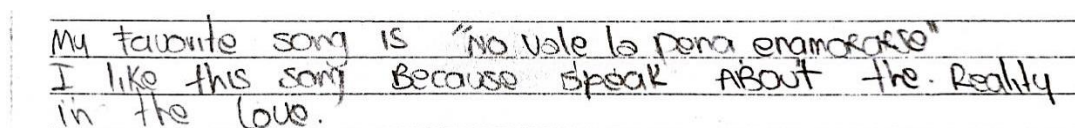
According to this observation, I noticed how students were encouraged to acquire English through the adapted and created materials since music, as the central topic, stimulated their learning in the L2. It was evident for me as teacher researcher that they liked the topic in view of the positive reaction students had in class. For instance, they participated in English and they could speak about their likes or concerns. The following excerpt taken from the self-assessment of the worksheet also shows so.

<p>Let's me talk about interests that I have according to friendship  <i>Me permite hablar sobre los intereses que tengo sobre la amistad</i></p>	✓	<p><i>Si me permite, porque el tema me gusta y me animo para hablar en inglés</i></p>
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**Figure 1-** (Artifact, worksheet N° 3)

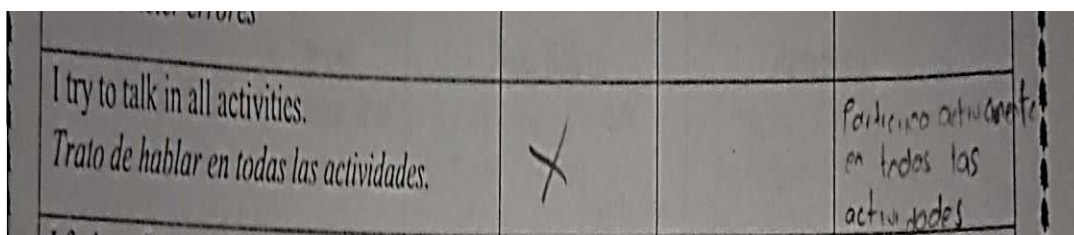
In the previous excerpt, it is possible to observe that the student talked about friendship because he liked the topic and thanks to this experience, he was encouraged to speak in English. Considering this, the materials that I chose were focused on the students' interests. Accordingly, Tomlinson (2014) mentions that, "Selection of materials is concerned with the potential that a set of materials may have in effectively and efficiently supporting learning, as a 'frame' for learning and teaching opportunities" (p. 42). In this point, the students had the chance to learn English through the worksheets that I created, which not only triggered English acquisition but also gave them the opportunity to express their ideas and feelings about a specific topic as shown in the next excerpt taken from the student artifacts.





**Figure 2 (Artifact, worksheet N° 2)**

In the excerpt above, it is possible to infer that the topic about music promoted the learning of English. In this case, the student was able not only to speak about it but also to write a paragraph based on a topic of her interest. As teacher researcher, I observed that the created and adapted materials provided opportunities for my students to participate actively in class. This is observed in the following excerpt taken from the self-assessment of the worksheet.



**Figure 3- (Artifact, worksheet N° 5)**

In the excerpt above, it is possible to evidence that the student participated most of the time in the activities proposed through the materials. In addition, the topics stimulated his learning because he affirmed to be an active student. This means that, students can learn more when materials and activities meet their interests. Duarte and Escobar (2008) affirm that, “One of the advantages of local adapted materials is the possibility of adapting the activities in a way that causes them to become really challenging and interesting to the students of a specific group” (p. 74). Hence, the worksheets that I designed in my study responded to my students’ needs and interests, as evinced in the transcription of the survey:

To the question: Were the worksheets appropriate to develop your interests in the topics? A student replied:

**S1:** “Si, fueron apropiados por que al tener nuevos temas que me interesaban me era más divertido y fácil de aprender” [*sic*] (Yes, they were. Since, they had new topics that I was interested in. It was more enjoyable and easier to learn).

(Survey, August 22<sup>nd</sup>, 2017)

In the previous excerpt, it is possible to infer that the student learnt easier with the adapted and created materials since the topics found in the worksheets were new and interesting for him.

In sum, I realized how students got involved with the classes; their participation increased because of the design of the worksheets which included topics that were interesting for them which motivated them to speak in English.

***Enjoying the materials while relating with peers.*** This subcategory shows how tenth graders related with their peers through the created and adapted material. In the same line of thought, Gonzalez (2006) mentions that materials development becomes a great motivation for the students when the routine of the class changes, providing opportunities to communicate with others by using creative materials. In this manner, students engaged with the materials as they focused on their interests and allowed students to interact with their peers. The next evidence is a transcription from field notes:

Students work in teams and they show interest in. Besides, they share their ideas through the materials proposed in class and some of them change the rules of the games and create new ones because they consider that the game finish quick. [sic]

***(Field notes, July 17<sup>th</sup>, 2017)***

Students are very friendly and cooperative when they have to answer some question of the board and table games. For example, they encourage each other while they play. [sic]

***(Field notes, August 21<sup>st</sup>, 2017)***

The previous samples showed the students' interest in relating with peers, exchanging ideas and creating new rules to enjoy more the game, which shows the level of involvement with the games. Besides, they also helped each other and worked in teams.

This can also be evidenced in the following transcription taken from the video.

**S7:** (Throws the dice he does not hit the even number and he says “no” and he smiles).

**S28:** (Gives the dice to S22)

**S22** (looks at the numbers of the dice, laughs and throws them).

**S28** (smiles to her classmate **22** when she throws the dice).

**S30:** (she throws the dice but does not hit the number).

**S1** throws a die, after the other one and he gets six. He smiles and makes an expression like oh yes! with his hand when he throws the dice and hits the even number. (When a student gets an even number he/she has to answer a question according to the topic seen in the class)

**S28:** "How old is your best friend?" (The student reads the question on the sheet of paper, looks at S1 and she smiles to him)

**S1:** "My best friend is fifteen years old". (He answers while he smiles and looks at S1)

**S28:** "Yes!" (She makes a gesture indicating to him to move the chip forward)

**S1:** (Moves the chip)

**Ss 1, 7, 22, 28 and 30** dominate the board game and it is familiar for them. Also, they seem interested in relating with the peers and with the game. (In the background we can hear voices of the students practicing in English). [*sic*]

(*Video-recording, April 4<sup>th</sup>, 2017*)

In the previous transcription, it is possible to observe how the students interact with their classmates, asking question and answering them in English and at the same time, they enjoyed the materials because they showed happiness and enthusiasm. Besides, they showed comfort working in teams and they were sociable when relating with their peers. On the other hand, through the data I could observe how students enjoyed the activities because the materials allowed them to relate with their classmates while they were playing. In addition, the materials were a new opportunity to learn English, to work in teams and exchange with their classmates. This can also be observed in the following sample taken from the survey:

To the question: What did you like the most of the board and table games? A student replied:

**S22:** "Que puedes aprender de una forma divertida y didáctica. Además puedes interactuar y socializar con tus compañeros y/o amigos". [*sic*] (That you can learn in an enjoyable and didactic way. Besides, you can interact and socialize with your classmates and friends)

(*Survey, August 22<sup>nd</sup>, 2017*)

In the statement above, it is possible to deduce that the student learnt English through the board and table games because these were didactic and enjoyable. In addition, the student states that they enhance interaction and allow socialization among friends and classmates. This implies that the students enjoy more the materials when they can share with their classmates and learn together. This can also be evidence in the following excerpt taken from the worksheet:

promotes learning strategies that help the enhancement of the speaking skill	^		si poder pudo aprender inglés compartiendo con mis compañeros
promueve estrategias de aprendizaje que ayudan al mejoramiento de la habilidad oral	X		

**Figure 4 (Artifact, worksheet N° 5)**

The previous excerpt shows that the materials promoted the learning of English due to the fact that she could learn by sharing with her classmates. From this perspective, Spolsky (as cited in Redondo and Ortega, 2015) described the "motivation as the amount of time a learner is prepared to spend on learning tasks" (p. 127). Thus, through the data I could observe how students felt motivated when they related with peers and used the materials given in the class.

The following excerpt shows that through the worksheets and playing onion ring interaction was promoted and students were able to use English correctly. Besides, I observed that they enjoyed the materials because it was a new opportunity to socialize with their classmates.

3. Play onion ring and ask the questions to your classmate. Use superlative adjectives.	
a. Who is the best student in soccer?	<u>The best student in soccer is Andres Perez.</u>
b. Which is the best soccer team in the school?	<u>the best team is Alemania.</u>
c. Which is the worst soccer team in the school?	<u>the worst team is Peru</u>
d. Who is the most recognized student in sports?	<u>the most recognized is Lady Bender</u>
e. Who is the best student in physical education?	<u>the best student is Lady Fan.</u>
f. Who is the worst student in speed?	<u>the worst student in speed is Wendy</u>
g. Who is the student with most important goals or medals?	<u>the student with most Goals is Bella</u>

**Figure 5 - (Artifact, worksheet N° 4)**

Likewise, in the following excerpt there is evidence taken from the worksheet.

7. Answer the questions then find another person in the class and ask her/him a question. When you get a match, write his/ her name.

QUESTIONS	YOU	CLASSMATE'S NAME
Example: Do you buy pirated music?	Yes, I do.	Juan Osorio
1. Do you listen to music while you are doing homework?	Yes, I do.	Yailly Leal.
2. Are you a good singer?	No, I don't.	Nigel James.
3. Who is the most famous musician in your country?	Naloma	angelica monsalve.
4. What kind of music do you like?	I like Punk.	
5. Who is your favorite singer or band?	My favorite band is Eskorbuto.	
6. Do you have a favorite radio station?	My favorite Radio station is Radio Activa.	
7. Do you download music?	No, I don't.	
8. What type of music makes you feel full energy?	Punk.	
9. Which is your favorite instrument?	Guitar.	Laura Garcia.
10. Do you sing while taking a bath?	No, I don't.	

Figure 6- (Artifact, worksheet N° 2)

Through this activity, I was able to evidence that students liked to connect with their classmates while they made use of the materials. In this regard and according to Mackey (as cited in Gomez, 2011), “the more you interact the more successful your second language development is” (p. 194). Thus, through the data I could observe how students enjoyed playing the board and table games because they could interact and related with peers in the L2, as observed in the following excerpt taken from the self-assessment of the worksheet.

SELF-ASSESSMENT			
The board game El juego de mesa...	It does	It can be better	Observations
has attractive presentation and it is novel. tiene una presentación atractiva y es novedoso	SI		es muy colorido.
promotes learning strategies that help the enhancement of the speaking skill promueve estrategias de aprendizaje que ayudan al mejoramiento de la habilidad oral	SI		Si me gusta porque interacto con mis compañeros en ingles.
has a useful content tiene un contenido útil	SI		una buena estrategia para aprender.

Figure 7- (Artifact, worksheet N° 2)

Finally, Duarte and Escobar (2008) state that, “Motivation can be considered as the main factor in order to undertake any kind of activity and, more importantly, when learning a foreign language” (p. 67). Thus, I realized that the created and adapted materials

motivated my students to work with their classmates. In other words, the topics selected for the design of the worksheets fostered learning and the students enjoyed board and table games as a bridge to socialize with peers using the L2.

**Developing coherence when speaking in English.** This category associates to improving the logical connections, linking ideas and language, learning vocabulary and practicing pronunciation when students learn to speak in the L2. In this matter, the Institutional English Language Testing System (as cited in Herrera and Gonzalez, 2017) defines coherence as “the ability to talk with normal levels of continuity, rate, and effort and to link ideas and language together to form coherent, connected speech” (p. 75). Although it seems easy to do, it is a hard task for students to accomplish since they often think in their mother tongue. Nevertheless, through the process of implementing the worksheets, I could observe how students gave sense to the sentences they created, since they found a real connection between the activities designed and their own experiences. Besides, they were involved in the exercises, which helped them speak more coherently. Similarly, Bransford, Brown, and Cocking (as cited in Hammerness, 2006) state that, “Studies of learning lend some support to arguments for coherence by suggesting that learning may be enhanced when learners encounter consistent ideas across learning experiences” (p. 1242). Thus, students in this study spoke about their real lives and practiced the topics found in the games, which motivated them to speak more coherently with their peers.

Therefore, two subcategories emerged from this category. The first is related to the importance of learning vocabulary and pronunciation when speaking in English and the second refers to linking language to give more sense to students’ ideas and the way to help

them gain confidence when speaking in the L2. The excerpt below explains the two subcategories.

***Learning vocabulary and pronunciation as key aspects when talking in the L2.***

This sub category connects to the practice of vocabulary and pronunciation as key components when speaking in the L2. In this subject, Dalton and Seidlhofer (as cited in Tlazalo and Basurto, 2014) state that, “Pronunciation is the action of producing sounds of speech to communicate a message” (p. 153). For that reason, this section gives accounts of how tenth graders enhanced their speaking skill focusing on pronunciation and using the vocabulary learned throughout the implementation of the worksheets and while playing the board and table games. In this case, students had to use the appropriate vocabulary and pronounce the words correctly to communicate with their peers. As stated by Cardenas (2001), “An element of vocabulary learning and teaching is concerned with productive and receptive vocabulary. Everyone who learns a foreign language is usually able to recognize many more words than he can produce” (p. 50). On this basis, I noticed that my students were interested in the vocabulary presented in the worksheets and they practiced it in each class. Consequently, I found in the gathered data how students learnt vocabulary and practiced pronunciation before playing the board and table games, doing their best to show they could speak in the L2. There are several evidences selected from the field notes in the following excerpt:

Students practice pronunciation of each word with the teacher and the correct pronunciation gave them confidence before speaking. [sic]  
***(Field notes, July 17<sup>th</sup>, 2017)***

Students use the vocabulary seen in the worksheets to speak and put in practice some ideas in the printed material. [sic]  
***(Field notes, August 21<sup>st</sup>, 2017)***

Based on these observations, I noticed how students used the vocabulary presented in the worksheets and most of the time they asked the teacher for its correct pronunciation and they often practiced it in class. In this line of thought, Krashen and Terrell (as cited in Tlazalo & Basurto, 2014) state that, “It is in the foreign language classroom that students start establishing pronunciation habits” (p. 154). Thus, throughout the data I realized how some students set up their pronunciation practice. For instance, they wrote the pronunciation beside the word to practice it and in this way they did not forget the accent. This is shown in the following excerpt:

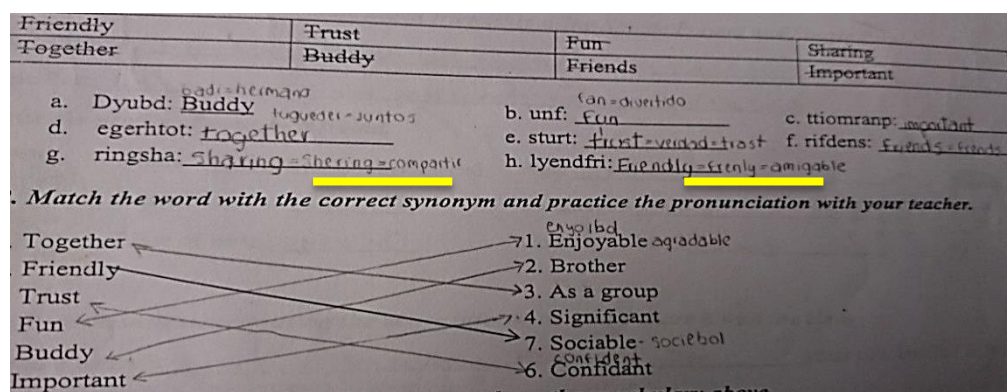
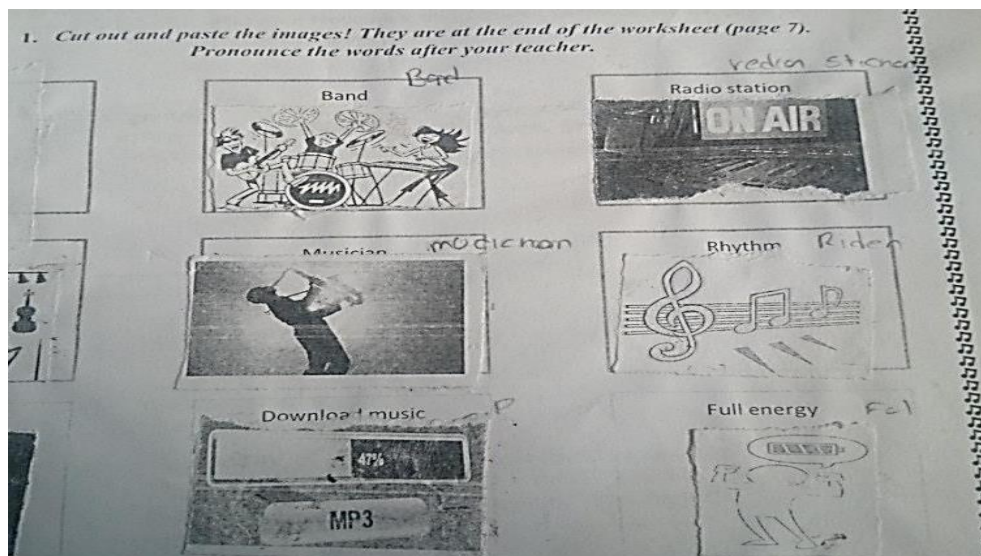


Figure 8- (Artifact, worksheet N° 3)

In the excerpt above, the students created their own way of learning and practicing pronunciation, which included using elements of both English and Spanish. In this matter, Vaish (2008) state that, “A hybrid text is a subset of biliterate texts in that it has an aesthetic, creative nature, is usually not grammatically acceptable and is popular in sites like advertising and public culture” (p. 39). Hence, students came up with a set of scripts where they used the Spanish system to write the way the English words are pronounced. This can also observe in the following excerpt:





*Figure 9- (Artifact, worksheet N° 2)*

The previous sample shows how the student associated the English pronunciation with their mother tongue. Thereby, Vaish (2008) affirm that, “These are the texts that children encounter in their multilingual lifeworlds. The challenge is for teacher education in the field of bilingualism to include an understanding of these changing textual practices and use them as a resource in the classroom” (p. 39). Thus, these textual practices became a creative and helpful strategy that aided the students’ language learning process.

By practicing in each class, students improved their pronunciation and made use of the vocabulary provided in the worksheets, which became the path to speak in English with more confidence. Due to the involvement student showed and the discipline they had in class, they improved their pronunciation significantly. In each session, they rehearsed an oral presentation to show their progress in what they had learnt. Besides, they developed the worksheets easily because they had to do the tasks starting from the simplest to the most complex one; that is to say, they studied a word and then they moved to composing a complete sentence or paragraph. This can be observed in the following transcription of the video:

**S28** and **S1** often pronounce in English when they work with worksheets, therefore they speak fluent and they do their best in pronunciation, also in the video they seem gathered when speaking in English.

While they played they showed the result of learning pronunciation in the classes:

**S1**: “level: difficult or medium? (Student asks the question looking in the eyes of her classmate)

**S28**: “medium”. (Student has her arms crossed and she answers quickly)

**S1**: who is the best soccer team in the school?”. (Student holds in his hands the questions; he takes a look at the sheet of paper and asks the question to his classmate looking at in the eyes again and he pronounces correctly)

**S28**: “the best soccer team in the school is Manchester United”. When she mentions the word school she points to the playground with her head. That means, she moves her head softly and looks at the field of the school)

**S1**: “Okay”. [*sic*]

*(Video-recording, July 24<sup>th</sup>, 2017)*

The previous transcription evidences how students used the vocabulary seen in the worksheets such as irregular superlatives (best, worst, most), verb to be, sports, and Wh questions. Besides, it is possible to observe that student 28 associates the vocabulary with her real context and both student 1 and 28 pronounce accurately. This allowed them to answer the questions correctly.

In the same way, students took advantage of the vocabulary worked in the classes and applied it when they played with the board and table games. In this regard, Azar (2012) affirms that, “Students showed that the games were very useful for them to enrich their vocabulary knowledge because they played with each other, interacted and as a result they cooperated in learning new words and could learn from their classmates a lot” (p. 255). Consequently, the students used the board and table games to put in practice the vocabulary and pronunciation learnt in the English classes, as evinced in the transcription of the video:

**S6**: “Start the game! (Student smiles to S26 and she gives her, the dice, after that she says: “Let’s go!”)

**S26**: throws the dice and move the chip to start the game.

**S6**: “Oh perfect! Your question is which is the most sacred lake was for the Chibchas?” (She reads the question and then looks to her classmate).

**S26**: “The most sacred lake for the Chibchas was Guatavita”. (She answers in a confident way looking at her classmate. Also she has good pronunciation)

**S6**: “Perfect! Next player”. (She looks at the next player)

**S8**: Throws the dice, looks at the dice and after looks at S6

**S6**: “Your question is which is the most known Cathedral in Zipaquira?” (She reads the question and looks at her classmate)

**S8:** “The most known cathedral is salt Cathedral”. (She answers correctly and with correct pronunciation)

**S6:** “Perfect! Next player. (She seems focused on the board game).

**S22:** throws the dice and gets even.

**S6:** “Your question is which the biggest island in Colombia? (She pronounces correctly)

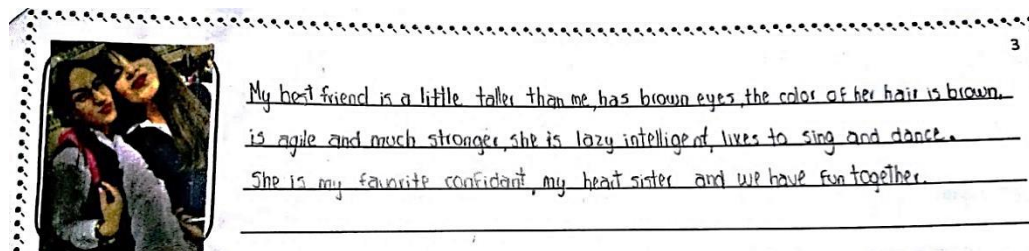
**S22:** “The biggest island is San Andres”. (She has her arms folded and answers correctly)

**S6:** “Perfect!” [*sic*]

*(Video-recording, August 21<sup>st</sup>, 2017)*

The previous transcription confirms how students used proper pronunciation for each word. Besides, the students answered the questions correctly.

Moreover, the following excerpt shows that through the worksheets, students built long paragraphs and used the vocabulary studied in the class such as superlatives adjectives, verb to be, likes, words such as confidant, fun, together, among others, which helped them talk in the L2.



**Figure 10-** *(Artifact, worksheet N° 3)*

In the excerpt above, it is possible to observe that the student learned the vocabulary presented in the worksheets and used it to describe her best friend. In addition, she acquired the new vocabulary to express her point of view based on a specific topic. This helped her prepare her ideas before playing with the board and table games.

In sum, in this subcategory I found how my students practiced vocabulary given in the worksheets as well as practiced pronunciation becoming a habit in the classroom. Moreover, they tried to speak in English most of the time and their progress was evident in the use of L2.

***Organizing ideas and practicing before speaking leads to gaining confidence.***

This subcategory stands on the way students build their ideas, practicing them before speaking. Thus, they gained confidence and spoke more coherently than in a traditional class. In a class focused on theory, where the students only write without making oral production, they feel bored whereas having the chance to create, take risks, write and speak, the class becomes more engaging, fun and useful for them.

Therefore, building sentences or teaching them how to express their ideas through examples became an opportunity for the students to enhance their speaking and gain confidence. On this basis, Lackman (2010) affirms that, “Students need to know a range of words and grammar and have the ability to choose from that bank the most appropriate words and structures for a specific task or topic” (p. 3). In this sense, it is necessary that students develop their grammar to compose their ideas before speaking. Thus, during the implementation I observed that students were able to express their opinions taking into account structures studied in class, as shown in the following samples:

Students use the grammar structures seen in the class to organize their ideas. Also, there is coherence between the question of the board and table games and the students’ answers. [*sic*]


***(Field notes, April 3<sup>rd</sup>, 2017)***

Students practice the oral activities proposed in the worksheets such as: record their voices or faces and most of them show coherence in their speaking. I have never seen my students practicing English all the time. For that reason, I consider they increased the confidence level to speak. Besides, they are improving in the grammar, because they had to build whole sentences and paragraphs. [*sic*]

***(Field notes, April 24<sup>th</sup>, 2017)***

Bearing in mind the previous observations, I realized how students practiced English showing more coherence when speaking since they used grammatical aspects studied in class. They took advantage of the activities found in the worksheets as recording their voices or faces with their mobiles while they practiced, to evidence their progress and to rehearse before playing with the board and table games. The following excerpt shows

that through the worksheets students could improve their ideas and opinions before speaking in the games.

 **Learning Strategy: "Practicing naturalistically" Participating in interviews.**







11. Interview one of your classmates. Ask him or her following questions and record the answers by using the application voice recorder in your mobile. Then share them with your classmate.

Interviewer	Interviewee
Example: How did you meet your best friend?	I met my best friend in the school. We were in third year. We started to play many games and now we are the best friends.
What do you and your best friend usually do together?	We usually go walking and talk for hours in the mall or watch horror movies and comedy.

**Figure 11- (Artifact, worksheet N° 3)**

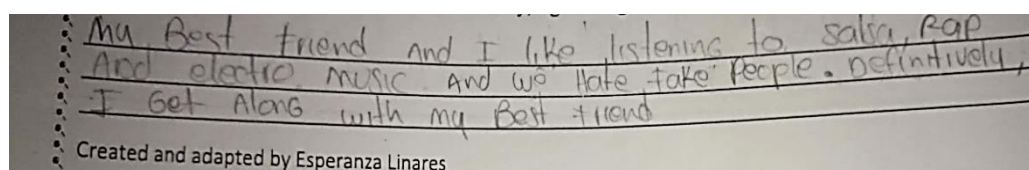
Furthermore, I recognized that students were capable to build from simpler to the more difficult sentences because they followed the examples found in the worksheets. This allowed the students to speak with sense and use grammar correctly in each one of their written compositions before speaking. In this regard, Ellis and Fotos (as cited in Cruz, 2013) argue that, "Formal grammar instruction can have a positive impact on acquisition when grammatical structures are shown in context" (p. 219). Consequently, students built their own examples and showed an effective production.

In addition, I noticed that students were able to make association not only with words, but also with situations in a context of their interest. The following excerpt shows that through the worksheets, students could organize their ideas before speaking and write about what they saw in the images or perhaps through their memories.

 <p><b>Example:</b> This is the Parque Nacional Natural Tayrona. It is located in Santa Maria and it has a beautiful landscape</p>	 <p><b>Plaza Botero</b> This is the Plaza Botero. It is located in Medellin. It has a beautiful sculpture.</p>	 <p><b>Rodadero</b> This is the Rodadero. It is located in Santa Marta. It has a Big Sea.</p>
 <p><b>Nevado del Ruiz</b> This is the Nevado del Ruiz. It is located in Tolima. It has a Big Volcano.</p>	 <p><b>Piedra del Peñol</b> This is the Piedra del Peñol. It is located in Guatapé. It has a beautiful view.</p>	 <p><b>Monserrate</b> This is the Monserrate. It is located in Bogotá. It has a beautiful church.</p>

**Figure 12- (Artifact, worksheet N° 5)**

Through this kind of activity students gained confidence because they had the opportunity to think about their ideas and write them using the correct grammatical structures before speaking. In this regard, Lopez (2010) states that, “The term confidence refers to when people have faith in what they do” (p. 73). Thus, I could observe that students gained confidence because they could prepare, elaborate and improve their ideas, as shown in the following excerpt:

**Figure 13- (Artifact, worksheet N° 3)**

In the excerpt above, the student used the simple present, the grammar structure they had studied in worksheet number three. Besides, the student organized her ideas according to the topic we had worked in class called *Best Friends Forever*. This type of activity gave students more confidence because they had the chance to organize their ideas before speaking. In this matter, Alfi (2015) states that, “When students are confident in performing the task, they will be successful in doing it” (p. 27). There is an evidenced in the following excerpt taken from the self-assessment of the worksheet:

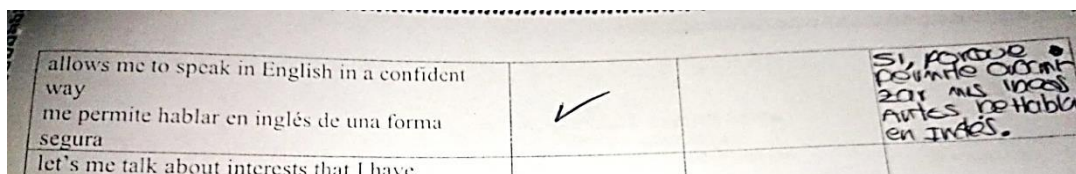
I feel confident at the moment of speaking, when I practice with board games Me siento seguro(a) al momento de hablar cuando estoy practicando a través de los juegos de mesa	X	Siento seguridad a la hora de hacer las Actividades.
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**Figure 14- (Artifact, worksheet N° 4)**

The previous sample shows that the student felt confident not only when she played the board and table games but also when she developed the activities proposed in class. With these types of tasks, the students acquired self-confidence since they had the time to



elaborate on their ideas and practice them. This is shown in the following excerpt taken from the self-assessment of one of the worksheets.



**Figure 15-** (Artifact, worksheet N° 5)

The sample above shows that the student felt confident because she could organize her ideas before speaking in English. Thus, confidence allows students to show their abilities and develop the activities without worry. This is an evidence taken from the survey:

To the question: How did you feel while speaking in English? A student replied:

**S28:** “Me sentí cómoda y segura al momento de hablar; aprendí mucho vocabulario y me pareció novedosa y divertida esta forma de aprender. Además, me gusto el hecho de organizar mis ideas, eso me dio confianza para no equivocarme al momento de hablar en inglés.” [sic] (I felt comfortable and confident when I spoke. I learnt enough vocabulary and it was novelty and enjoyable to learn. Also, I liked to organize my ideas, it gave me confidence and in this way I was not wrong when I spoke in English).

(Survey, August 22<sup>nd</sup>, 2017)

In this sample, it is possible to infer that the student felt at ease when she practiced English. In addition, she liked to organize her ideas before speaking and this gave her confidence and avoided her fear of making mistakes. The above shows the importance of providing the space for students to practice before speaking about a specific topic. This became an opportunity for them to gain confidence since they took advantage of this practice to produce in their L2 later. In this regard, Lightbown (as cited in Dekeyser, 2010) states that, “When practice is defined as opportunities for meaningful language use (both receptive and productive) and for thoughtful, effortful practice of difficult linguistic features, then the role of practice is clearly beneficial and even essential” (p. 158). Thus, the students practiced in each class and this was significant for their learning process.

Additionally, to rehearse with classmates before playing the board and table games became significant to improve their speaking as can be evidenced in the sample below.

**S4** practiced his ideas through the exercises proposed in the worksheets before playing the board and table games. The participants put the chips over the board. S4 and S36 smile.

**S36:** (spin the wheel and she looks at the roulette while it is spinning. When the roulette stops she picks up the tokens because nobody hits the number. Then, she asks “¿alguien va a recuperar?” The students raise their hand).

**S36:** “S4 difficult or medium?” (She holds on her hands the sheet of paper with the questions; she takes a look on the paper and asks the question. Then, she looks at her classmate who is going to answer the question)

**S34:** “difficult”. (The student looks at his classmates and moves the head softly doing an affirmation when he says difficult).

**S36:** “talk about your favorite place”. (S36 asks the questions while she is touching the chips. She looks at the chips quickly and fixes her eyes on S4)

**S4:** My favorite place is Simon Bolivar located in Bogotá, Colombia. I like because it has a lot of nature and it is ideal to relax. (The student answers the question and looks at S36. He seems focused on bringing to his mind the ideas practiced in class).

**S36:** “Okay” “Very good” (She smiles and nods with her head. She gives back the token to S4 because he answers correctly).

**S4:** “Thank you” (He receives the token and looks at S36) [*sic*]

(*Video-recording, August 21<sup>st</sup>, 2017*)

In the previous transcription, it is possible to observe the students’ production, due to the practice they had before speaking. In this aspect, this was helpful because the students focused on preparing their ideas avoiding possible mistakes. Besides, they relied on the examples they had written before speaking which allowed them to speak with more confidence, as observed in the next excerpt.

To the question: Were the worksheets appropriate to develop your interests in the topics? A student replied:

**S4:** “sí, por que en cada una de ellas nos especificaban los temas que teníamos que hacer y es apropiada ya que a medida que aprendes palabras nuevas te interesas cada vez más. Además, las guías me dejaron practicar mis ideas antes de hablar en las actividades de los juegos de mesa. [*sic*] (Yes, they were. Each one of them explained us the topics that we had to do. It is appropriated because you learn new words and you feel interested more and more. Besides, the worksheets let me practice my ideas before speaking in the activities of the board and table games).

(*Survey, August 22<sup>nd</sup>, 2017*)

The previous excerpt shows that the student liked working with the worksheets, since they allowed him to know new words and to practice his ideas before playing the board and table games.



Finally, through this category, I observed that, there was a series of stages that students followed, which helped them reach their goal. First, students learnt the meaningful vocabulary. Then, they focused on pronunciation because they wanted to do their best when they spoke in the L2. Besides, they took advantage of the time dedicated to organize their ideas and practice them. In fact, this allowed them to gain confidence and to speak more coherently in English.

As mentioned in the first part of the study, the last chapter portrays the conclusions of this research, the pedagogical implications, limitations, and possible questions for further research studies.

## **Chapter V**

### **Conclusions and Pedagogical Implications**

In this chapter, I address the key findings of the research study and the implications for the educational practice at Ciudadela Educativa de Bosa School. Besides, I make some suggestions for further research.

#### **Conclusions**

After analyzing data, I concluded that the materials developed in this study contributed to enhance the students' speaking skill. The findings of this research can be summarized as follows:

The adapted and created materials helped the students interact with their classmates by making use of the worksheets and board and table games. The worksheets allowed learners to prepare a topic before speaking about it. Moreover, the board and table games supported the process by helping students to speak in English and enjoying the materials while relating with peers. Additionally, these materials motivated them to participate and improve their speaking skill.

Furthermore, students learnt through the adapted and created materials since they had interesting topics, which motivated them to speak in English. This was significant because students selected the topics they wanted to talk about in class. In this regard, the topics found in the worksheets fostered English language learning. Besides, students enjoyed playing the board and table games because they turned to be a methodological resource to foster students' relationships and interaction with peers in the L2.

Moreover, the board and table games, as language learning materials, were meaningful for the participants due to their support in the acquisition of English as a

foreign language; furthermore, they became a source of motivation to learn. In this matter, Wright, Betteridge and Buckby (2006) state that, “Games provide one way of helping the learners to experience language rather than merely study it” (p. 2). That is to say, the materials created in this study served as a new way to enhance students’ speaking skill since they allowed their full attention and participation, making students speak about their likes and interests. Moreover, these materials provided new opportunities for students to take risks while speaking in English, as well as working on teams and interacting with their classmates.

Likewise, the use of board and table games, as innovative materials, became a key component of the pedagogical intervention that allowed students to practice pronunciation before playing the games. The learners became familiarized with key vocabulary found in the worksheets and used it in the class to convey their ideas before playing. Having the chance to do so, made them feel more relaxed and gave them confidence prior to speaking in English.

Finally, the participants enhanced their coherence when speaking in English partly due to group work activities, which allowed them to gain more confidence when speaking in the L2. In this regard, Richard (as cited in Alfí, 2015) affirms that, "Learners had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning" (p. 11). In sum, the students enjoyed interacting with their peers, while developing the worksheets and playing the board and games. They took advantage of all the aspects studied in class to evidence their progress in the speaking skill.

### **Pedagogical Implications**

The implementation of board and table games had a great impact as an English teacher. First, because I increased my knowledge about games as teaching resources and

also because I could see the impact it has since I had never used this type of material in my classes. I always thought it would be a challenging task, and in some way, I felt afraid of its outcome. When I decided to implement board and table games as a pedagogical strategy, I felt very motivated to do so in this study, to learn from it, and face my fears as researcher.

For my students, the adapted and created board and table games were an opportunity to practice and enhance English by having a new learning and teaching environment full of joy and participation. Besides, this pedagogical strategy brought my students and me, as teacher researcher, positive results since I discovered that games are useful to enhance and practice a second language. Besides, the worksheets I designed allowed students to think and build new ideas related to interesting topics. Likewise, the implementation of this study allowed me to reflect on the responsibility that teachers hold regarding the design of the materials to teach English. Similarly, to consider other ways to motivate students and achieve more favorable results in terms of the acquisition of a second language.

Finally, this study inspired me to continue working with board and table games and to use them with the rest of the grades at school. Besides, it is important to show students that there are different didactical strategies and fun ways to learn English and that it is possible to create teaching environments that help them feel relaxed and motivated to acquire another language.

### **Limitations**

During the implementation of this study, I faced some limitations. First, worksheet number one was too long and I spent too much time developing it. Thus, I considered a short design of the other ones. Second, the public schools were on strike and I had to interrupt my implementation for almost a month. This situation had an impact on my

students since that affected the discipline of studying every day and some of them felt lazy to go back to the school. Consequently, I had to engage them again to continue with the implementation. In addition, two of my students moved to another school and I could not continue the process with them. Moreover, because of the strike, I delayed the process of my pedagogical intervention in comparison to my classmates. Finally, due to time constraints, I had to select six students as my research sample. At the beginning, I had selected twelve students to analyze data, but it was not possible to have a more representative sample.

### **Further Research**

This was a research conducted with tenth graders using board and table games to enhance the speaking skill. However, it would be interesting to do further research to enhance the other language skills by using board and table games focused on students' needs and interests. On the other hand, it would be convenient to analyze the school curriculum to adjust contents and procedures to a more realistic context. In this regard, I suggest some questions to consider in future studies. (a) How could students in high school improve their writing skill through board and table games? (b) How can EFL teachers increase their students' motivation to enhance English skills through board and table games?

To conclude, it would also be important to continue investigating about other speaking sub-skills, which allow students to practice English outside the classroom. In this way, they could have better learning experiences. Some additional questions to consider: (a) what speaking sub-skills would allow students speak in English outside the classroom? (b) How can students include the sub-skills called Responding and Initiating outside the classroom?

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## Appendix B – Video recording notes

Universidad Externado de Colombia

**Research Project:** How do the creation and adaptation of board and table games as language learning materials enhance tenth graders speaking skill in an EFL classroom at C.E.B?

Session:	Date:	Time:
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[illegible]

### Appendix C - Survey to diagnose students' opinions and impressions about speaking and material applied in English class

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Dear Student,

Circle the answers for questions 1, 2, 3 and 4.

1. What is your favorite ability?

SPEAKING LISTENING WRITING READING

2. How often do you speak in English in class?

ALWAYS OFTEN SOMETIMES RARELY HARLY EVER  
NEVER

3. How do you feel while you speak in English?

CONFIDENT NERVOUS ANXIOUS INSECURE

4. What kinds of activities do you like to learn English?

SONGS WORKSHEETS GAMES  
OTHER \_\_\_\_\_

Dear student,

I ask you to answer the following questions sincerely:

5. Why students do not speak in English?

\_\_\_\_ They know few vocabulary \_\_\_\_ They confuse grammar rules  
\_\_\_\_ They feel fear when speak in English \_\_\_\_ others

6. Which board game do you like most?

PARCHEESI ROULETTE GAME OF CHANCE OTHER \_\_\_\_\_

7. Would you like to have innovated games in the English class? Yes/No Why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Appendix D - Survey Used to Identify Students' Experiences and Views about English Lessons**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade \_\_\_\_\_

Dear Student,

Circle the answers for questions 1 and 2.

1. Do you consider the worksheets helped to you to learn new vocabulary and prepare a specific topic before speaking about it?

ALWAYS

SOMETIMES

HARDLY EVER

NEVER

2. Which ability do you develop in English class?

LISTENING

SPEAKING

READING

WRITING

Dear student,

I ask you to answer the following questions sincerely:

3. Were the worksheets appropriate to develop your interests in the topics?

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4. How did you feel while speaking in English?

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5. What did you like most about the Board and table games?

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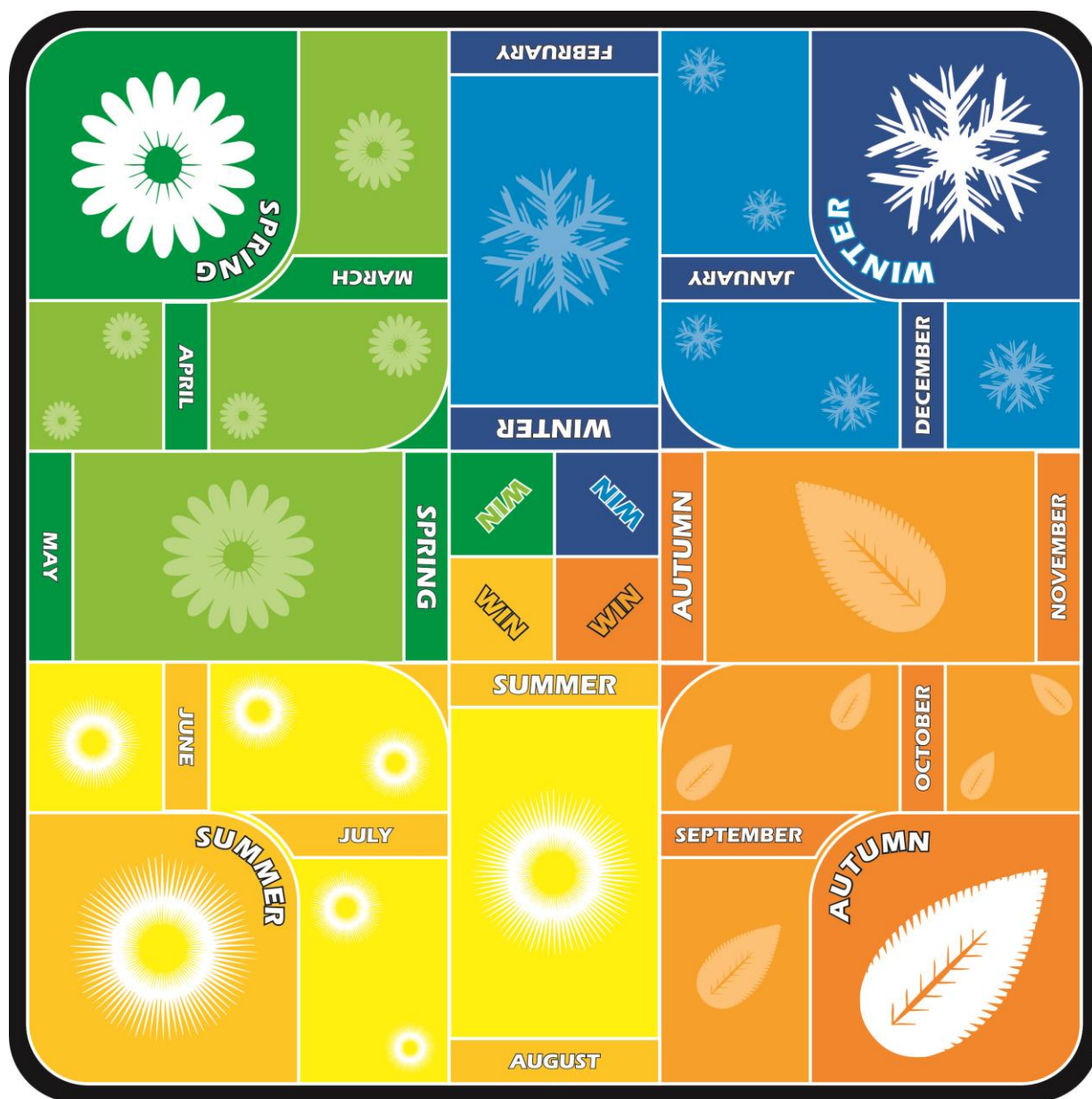
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## Appendix E - Seasonal Parcheesi





## Appendix F - Craps



## Appendix G - Roulette



**Appendix H - Principal's Consent Letter**

Bogotá, 06 de febrero de 2017

Señora Rectora

**Sonia López**

Colegio Ciudadela Educativa de Bosa I.E.D

Cordial saludo,

Por medio de la presente quisiera poner a su conocimiento, que el año pasado inicié mis estudios de maestría en educación con énfasis en Didáctica del Inglés en la Universidad Externado de Colombia, en este momento curso tercer semestre. Dado que este estudio propende por la transformación pedagógica y metodológica, así como el crecimiento profesional y el fortalecimiento en el desarrollo de la investigación educativa a través del diseño e implementación de materiales, me permito muy comedidamente solicitarle me autorice la aplicación de mi proyecto de investigación titulado *Mejoramiento de la habilidad oral a través de juegos de mesa en estudiantes de grado décimo*, particularmente con 12 estudiantes del el curso 1002. (7 mujeres y 5 hombres).

Este estudio tiene como propósito potenciar la habilidad comunicativa oral en inglés, a través de la aplicación de talleres diseñados con material auténtico, bajo el enfoque comunicativo. La implementación se desarrollará en el salón y en las horas de clase durante un tiempo aproximado de tres meses. Para hacer su seguimiento, será necesaria la recolección de datos a través de la aplicación de encuestas, notas de campo, portafolios de muestras de talleres desarrollados por los estudiantes, entrevistas y videos. Cabe anotar que los estudiantes que participen lo harán de manera voluntaria y libre. De igual forma, podrán retirarse en el momento que lo deseen.

Además, es importante resaltar que se mantendrán en estricta confidencialidad los datos proporcionados por los y las estudiantes, así como de sus identidades y que los resultados obtenidos no representarán ningún detrimento en el desempeño académico de la asignatura. Luego de analizar la información recolectada durante la implementación, la institución tendrá acceso a los resultados de la investigación a través del documento escrito (trabajo de tesis). Agradezco su atención y apoyo para el desarrollo de este proyecto.

**Cordialmente**

\_\_\_\_\_  
**Esperanza Linares Linares**

Docente de Inglés J. T.

Vbo \_\_\_\_\_

**Sonia Lopez**

Rectora

Autoriza \_\_\_\_\_  
**SI** **NO**

### Appendix I - Parent's Consent Letter

Bogotá, 6 de febrero de 2017

**Señores**

Padres de familia curso 1002 J. T.

**Colegio Ciudadela Educativa de Bosa I.E.D**

Apreciado(a) Padre de Familia:

Muy comedidamente solicito su autorización para que su hijo(a) participe en la realización de mi proyecto de investigación: ***Mejoramiento de la habilidad oral a través de juegos de mesa en estudiantes de grado décimo***, para optar al grado correspondiente a la Maestría en Educación con Énfasis en Didáctica del Inglés en la Universidad Externado de Colombia.

Su hijo(a) participará en la implementación de seis talleres que permiten el fortalecimiento de la habilidad comunicativa oral en inglés. Además, este trabajo será desarrollado a través de juegos de mesa, que posibilitan la interacción de los estudiantes con otro tipo de didáctica diferente a las tradicionales. La aplicación de estos talleres se llevará a cabo durante las clases de inglés por un tiempo aproximado de 3 meses. Durante este periodo podré recolectar la información pertinente para su posterior análisis. Cabe aclarar, que los resultados obtenidos en la investigación no representarán ningún detrimento en el desempeño académico de la asignatura y el estudiante podrá abandonar en cualquier momento este estudio.

Además se realizara un trabajo de observación y de recopilación de evidencias como los son videos y fotografías que muestren el desarrollo y resultados de la investigación.

La participación es voluntaria, usted y su hijo tienen el derecho de retirar el consentimiento de dicha participación en cualquier momento. El estudio no conlleva ningún riesgo ni recibe ningún beneficio.

Si desea que su hijo participe favor llenar el formato de autorización y devolverlo a la docente de inglés ciclo V. (Esperanza Linares)

#### AUTORIZACIÓN

He leído el procedimiento descrito arriba, por ello autorizo y voluntariamente doy mi consentimiento para que mi hijo participe en el proyecto propuesto por la docente Esperanza Linares. Aclaro que tengo la libertad de retractarme, si así lo deseo y se me ha dado la oportunidad de participación en el proyecto sobre el ***“Mejoramiento de la habilidad oral a través de juegos de mesa”***. He recibido copia de este procedimiento.

Nombre del (la) estudiante: \_\_\_\_\_

Nombre del (la) padre (madre) (a): \_\_\_\_\_

CC. No \_\_\_\_\_ Expedida en \_\_\_\_\_

Firma del (la) padre (madre) (a): \_\_\_\_\_

Nombre del (la) padre (madre) (a): \_\_\_\_\_

CC. No \_\_\_\_\_ Expedida en \_\_\_\_\_

Teléfono: \_\_\_\_\_ Correo electrónico \_\_\_\_\_

Fecha: \_\_\_\_/\_\_\_\_/\_\_\_\_.

Mi hijo puede participar en la investigación ***“Mejoramiento de la habilidad oral a través de juegos de mesa”***

Aceptación por parte del padre de familia: si \_\_\_\_\_ no \_\_\_\_\_

**Appendix J - Student's Consent Letter****DECLARACIÓN**

Yo, \_\_\_\_\_, estoy de acuerdo en participar en el Estudio: “*Mejoramiento de la habilidad oral a través de juegos de mesa*”. He sido informado por el investigador de los objetivos del estudio, el cual pretende analizar cómo el uso de juegos de mesa basados en los intereses de los estudiantes de grado decimo mejora la habilidad oral en el idioma extranjero, inglés.

La duración estimada del estudio es de tres (3) meses, **entiendo que el investigador puede detener el estudio o mi participación en cualquier momento sin mi consentimiento**. Así mismo tengo derecho a **retirarme del estudio en cualquier momento**.

Por el presente autorizo a los investigadores de éste estudio **de publicar la información** obtenida como resultado de mi participación en el estudio, en revistas u otros medios legales, y de permitirles revisar mis datos personales, guardando la debida CONFIDENCIALIDAD de mi nombre y apellidos.

Entiendo que todos los documentos que revelen mi identidad serán confidenciales, salvo que sean proporcionados tal como se menciona líneas arriba o requeridos por Ley.

Para cualquier queja acerca de los derechos de usted como beneficiario, contactar a la Facultad de Educación de la Universidad Externado de Colombia, teléfono 3420288 ext. 1551-1552 con la Dra. Claudia Torres Jaramillo en ésta ciudad.

Investigador: Esperanza Linares Linares

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Firma del Investigador

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Firma del beneficiario

Fecha: \_\_\_\_/\_\_\_\_/\_\_\_\_